

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY-LIVINGSTON

2019 Governor's Investment in Technical Education (GIVE)

Diesel Maintenance

Cynthia Gann-Tennessee College of Applied Technology-Livingston

Stacy McFall -Tennessee College of Applied Technology- Livingston

IN PARTNERSHIP WITH:

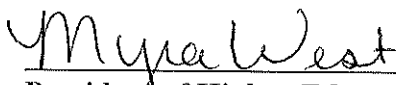
1. Highlands Economic Partnership
Livingston-Overton Chamber of Commerce
The Industrial Development Authority of Overton County
Overton County Executive's Office
Mayor of Livingston's Office
2. Tennessee College of Applied Technology-Livingston (Fiscal Agent)
Volunteer State Community College-Livingston
Tennessee Technological University-Cookeville
3. Overton County School District, CTE
4. Cooper Recycling L.L.C.-Livingston
Fitzgerald Collision and Repair-Livingston
Main Street Diesel-Livingston
Woolbright Auto Repair-Livingston

Dr. Myra West, TCAT-Livingston
740 Hi Tech Drive
Livingston, TN 38570

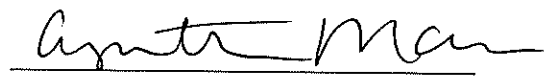
(931) 823-5528

Myra.West@TCATLivingston.edu

Funding requested:
\$1,000,000



**President of Higher Education
Institution (Fiscal Agent)**



Project Director (Lead Entity)

GIVE Proposal, Tennessee College of Applied Technology, Overton County School System

Table of Contents

Cover Page.....	i
Table of Contents.....	ii
One Page Project Abstract/Project Summary.....	iii
Program Proposal.....	1
Appendix A Labor Market Justification.....	14
Appendix B MIT Living Wage Calculator.....	20
Appendix C Letters of Support.....	22
Appendix D WBL Pathway Diesel Maintenance/Pathway MOU Documents	35
Appendix E Partnership MOU and Letter of Support.....	57
Appendix F Highlands Partnership.....	68
Appendix G WBL Data.....	72
Appendix H OCS WBL Recruitment Plan	77
Appendix I WBL Supervision Plan.....	95
Appendix J WBL Toolbox Accessories	97
Appendix K OCS Externship Plan.....	111
Appendix L OCS Work Ethics Diploma.....	153
Appendix M Budget.....	159
Appendix N County Economic Status	161

GIVE Proposal, Tennessee College of Applied Technology, Overton County School System

One Page Project Abstract/Project Summary- The Livingston area Governor's Investment in Vocational Education (GIVE) grant proposal will develop a Diesel Maintenance pathway beginning in middle school and fully engage students from Livingston Academy (Overton County School System) to recruit them to Tennessee College of Applied Technology Livingston's existing Diesel Technology program. The current program will be expanded using Work-Based Learning and include new local partnerships with Cooper's Recycling L.L.C., Woolbright Auto Repair, and Main Street Diesel to satisfy the skills gap of diesel mechanics in the Upper Cumberland area. The pathway will extend to Volunteer State Community College, and Tennessee Technological University.

Partner Role	Partner Organization	Contact Name	Contribution
Lead Entity	TCAT-Livingston	Cynthia Gann	Oversight of grant
Fiscal Agent	TCAT-Livingston	Stacy McFall	Fiscal agent of project
Other Higher Education	Volunteer State Community College	Mike Powell	Collaborate and implement dual credit classes available to juniors and seniors of Livingston Academy
	Tennessee Technological University	Oakley STEM Center	Collaborate and support Livingston Academy teachers and students with career exploration in STEM
Career and Technical Education (CTE)	Overton County Schools	Teresa Johnson, CTE Director	Plan and implement teacher externship with partnering industries and support WBL instructor to place students in appropriate partnership
	Livingston Academy	Richard Melton, Principal	Teacher curriculum support while providing diesel mechanic students with transportation
	Overton County Schools	Dr. Mark Winningham	Serve on steering committee and commits to OCS paying utility costs for 30 months
	Clay County Schools	Matt Eldridge	Partner with OCS to provide students for Diesel Maintenance program (Distressed County)
	Pickett County Schools	Diane Elder	Partner with OCS to provide students for Diesel Maintenance program
	Jackson County Schools	Kristy Brown	Partner with OCS to provide students for Diesel Maintenance program (Distressed County)

Regional/State Workforce Development	Highlands Workforce and Educational Committee	Lillian Hartgrove	Refer candidates from at risk counties to the diesel maintenance program of study and assist with identifying additional work-based learning sites for students
	Department of Labor	Becky Hull	Partner with Regional Workforce Development to recruit and maintain diesel maintenance/technology program
Employers	Cooper's Recycling Main Street Diesel Fitzgerald Trucking Woolbright Auto Repair	Steve Cooper Bert Jolley Robert Fitzgerald Tony Woolbright	WBL and internship site for TCAT students WBL and internship site for TCAT students WBL and internship site for TCAT students WBL and internship site for TCAT students

Section 1: Demonstration of Need

In response to a shortage of skilled workers and training facilities in maintenance occupations within both at-risk and distressed counties in the Upper Cumberland area, the Tennessee College of Applied Technology of Livingston and Overton County Schools are developing a Diesel Maintenance pathway project in response to the (GIVE) Governor's Investment in Vocational Education Grant (Appendix A). This proposal will begin with elementary students and will conclude with the recruitment of students from Livingston Academy and adult learners to TCAT of Livingston's new Diesel Maintenance program.

Local community stakeholders determined the need for alignment within the local workforce. This local partnership between secondary and postsecondary institutions has taken the necessary initiative to enhance, expand, and acquire equipment to develop an academic pathway within diesel maintenance. Both the academic offerings and the work-based learning experience will 1) get students prepared for the workforce, 2) recruit nontraditional students toward a career in diesel technology, 3) enhance retention by keeping them in school through completion, 4) provide clear pathways beyond secondary education to gain certificate, Work Ethics diploma, Associates Degree, Bachelor's Degree and 5) tie education directly to workforce needs.

This new program offering is directly in line with the Drive to 55 goals to make postsecondary education more affordable and work collaboratively with local community and business leaders. Students will be able to take advantage of programs like TN Promise and TN Reconnect to secure employment in this high demand and a well-paying occupation without the increasing cost of tuition that would burden students. According to online advertised jobs in the area, there are 251 entry-level, and 119 mid-level diesel maintenance positions open in Tennessee. There are 2.95 jobs for every qualified diesel mechanic in Tennessee. The

Tennessee Department of Labor and Workforce projects the diesel engine specialist profession will increase by 9.10% by 2026 (Appendix B). This data reflects a skills gap and labor shortage in qualified diesel mechanics that will continue to grow throughout the Upper Cumberland region and the nation.

To address the skills gap in the local workforce as identified through labor market data, Overton County Schools has developed a unique Work-Based Learning collaboration with specific local industry partners for a diesel maintenance program of study. Partnerships include Fitzgerald's Collision and Repair, Cooper's Recycling L.L.C., Main Street Diesel, Woolbright Auto Repair, Highlands Development District, Livingston-Overton County Chamber of Commerce and The Industrial Development Authority of Overton County (Appendix C).

The proposed project will assist in the creation of a new postsecondary Diesel Maintenance Technology/Technician program and support dual enrollment/early college credit and internships at Livingston Academy while developing the clear pathway from elementary school to postsecondary opportunities through the bachelor's degree. The expansion of this TCAT opportunity will support programs like TN Promise and TN Reconnect to obtain high demand automotive and diesel positions. Students in Overton (At-risk), Clay (Distressed), Jackson (Distressed), and Pickett Counties along with adult learners from TCAT Livingston will benefit. The goal of the proposed project is to target secondary students and provide them with a direct pathway to the new diesel program at TCAT and to provide incentives in the form of internships and co-ops to build program enrollment.

Grant activities such as two-year teacher externships, work-based learning, and preparing students for certificate attainment will help to gain access to employers in high demand, high wage industry sectors in the region. Externships will improve pedagogical practices by

incorporating new methods, labor market information, and employment skills that meet current and future industry standards. Automotive service technicians and mechanics and are in high demand in the Upper Cumberland while bus and truck mechanics and diesel engine specialists are projected to increase by 710 jobs by 2026 with an increase of 9.10%. These labor market data reports are based on clusters, sectors, and jobs related to automotive service technicians and mechanics.

The partnership proposes to begin with Career Awareness in elementary school with a focus on STEM careers, women in the workforce, and underserved populations. As students become more aware of early postsecondary opportunities prior to entering high school, interest in dual enrollment courses at Livingston Academy will increase. As a part of their academic credit program, many students will be able to participate in work-based learning opportunities and internships with industry partners. These dual enrollment opportunities provide an added incentive to move directly into the new program as they graduate high school.

Section 2: Program Plan

GIVE Grant Timeline		
Overton County--Diesel Technology		
Month	Activity	Outcome Measure
January-20	Begin Renovation of Facility/Begin Ordering Equipment/Advertise for Instructor/Begin Approval Process for Off-campus location	Number of Instructor Applicants
February-20	Renovation of Facility Continues/Continue to Order and Receive Equipment/Advertise for Instructor/Continue approval process of off-campus site/Highlands Boot Camp	Progress of Renovation/Percentage of Equipment received/Number of Instructor Applicants/Progress of Approval for site

March-20	Renovation of facility continues/Receiving of equipment/Recruit Dual Enrollment Students/Receiving Equipment/Interview Instructor/Highlands Interview Boot Camp	Progress of Renovation/Percentage of Equipment received/Number of Instructor Applicants/Progress of Approval for site/Number of Student Interviewing with at the Highlands Boot Camp
April-20	Registration of Dual Enrollment Students	Number of Student Registering for the program
May-20	Graduation and Work Ethics Recognition Event/Advisory Board Meeting	Number of Work Ethic Distinguishes awarded and number of Employers participating
June-20	Teacher Externship/Student Internship	Number of Teachers and Students participating and evaluation of the program
July-20	CTE Teachers Training	Attend the CTE Summit Summer Training for professional development
August-20	Begin Dual Enrollment Classes	Number of Students Enrolled
September-20	Tour of Diesel Facility	Number of Students attending tour
October-20	CTE Teachers Professional Development	Educators to gain industry knowledge outside the classroom
November-20	Advisory Board Meeting	Minutes of meeting reflecting the Board's suggestions and evaluation of progress
December-20	Highlands 8th Career Fair	Number of 8th graders attending
January-21	Enrollment of Dual Enrollment and Adult Students	Number of Students enrolled
February-21	Tour of Diesel Facility/Highlands Boot Camp	Number of students attending tour and the boot camp
March-21	Recruitment of Dual Enrolled Students for Fall 2021/Highlands Interview Boot Camp	Number of Student Registering for the program/Number of students attending Boot Camp
April-21	Registration of Dual Enrollment Students for Fall 2021	Number of Student Registering for the program
May-21	Graduation and Work Ethics Recognition Event/Advisory Board Meeting	Number of Work Ethic Distinguishes awarded and number of Employers participating
June-21	Teacher Externship/Student Internship	Number of Teachers and Students participating and evaluation of the program

July-21	CTE Teachers Training	Attend the CTE Summit Summer Training for professional development
August-21	Enrollment of Dual Enrollment and Adult Students	Number of Dual Enrolled and Adult students in the program
September-21	Tour of Diesel Facility	Number of Students attending tour
October-21	CTE Teachers Professional Development	Educators to gain industry knowledge outside the classroom
November-21	Advisory Board Meeting	Minutes of meeting reflecting the Board's suggestions and evaluation of progress
December-21	TCAT Adult Graduation/Highlands 8th Grade Career Fair	Number of Adult Graduates and the number of 8th grades attending the career fair
January-22	Enrollment of Dual Enrollment and Adult Students	Number of students enrolled both dual enrollment and adults
February-22	Tour of Diesel Facility/Highlands Boot Camp	Number of students attending tour and the boot camp
March-22	Recruitment of Dual Enrolled Students for Fall 2022/Highlands Boot Camp	Number of Student Registering for the program/Number of students attending Boot Camp
April-22	Registration of Dual Enrollment Students for Fall of 2022	Number of Student Registering for the program
May-22	Graduation and Work Ethics Recognition Event/Advisory Board Meeting	Number of Work Ethic Distinguishes awarded and number of Employers participating/
June-22	Teacher Externship/Student Internship	Number of Teachers and Students participating and evaluation of the program

Overton County Schools in collaboration with TCAT Livingston has designed a program within the career cluster Transportation: Automotive Maintenance and Light Repair (POS) that will allow students to earn high school credit for select models of work-based learning while acquiring two dual enrollment opportunities at TCAT Livingston during their junior and senior year (Appendix D). Students will interact with industry professionals; Fitzgerald's Collision and Repair, Cooper's Recycling L.L.C., Main Street Diesel, and Woolbright Auto Repair (Appendix

E), to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

The workplace-based component, as well as a classroom-based component, will demonstrate clear intention to provide students with the opportunity to apply the skills and knowledge learned within the designed pathway in a professional work environment. A job description, and standards for learning will be established in collaboration with Overton County Schools, TCAT, and participating employers. Students can begin this program in the fall semester of junior year to complete four semesters during high school. Coursework will cover the basic skills and technical knowledge to accurately diagnose and repair diesel vehicles, along with problem-solving techniques and computer diagnosis. Students will be taught in a modern, well-equipped building using heavy-duty diesel vehicles for repair procedures as well as electronic diagnosis. Practical experience will be given in areas recognized by ASE. An optional WBL internship will be provided through local partnerships during the summer for students to acquire hours needed to complete ASE Certification. The time and projected duration for the internships is up to 8 weeks during the summer of the academic school year. Upon completion of the WBL experience and/or internship, the employer will provide an evaluation of the student performance to the applicable educational entity charged with providing academic credit.

Through a continued partnership with The Highlands Workforce and Education (Appendix F), the program will focus on the recruitment of traditionally underserved populations as well as adult learners in both at-risk and distressed counties. Targeted recruitment of underrepresented student groups will occur as indicated by current enrollment data trends.

Current enrollment data suggests a need for recruitment in the Transportation and Logistics Cluster (Appendix G).

Students will be recruited in various ways beginning as early as third grade with emphasis on women in the workplace. A calendar of events is created for collaboration and communication between elementary and high school counselors to show evidence of planned activities such as the sixth grade Program of Study Fair that takes place at each elementary school presented by current CTE students from Livingston Academy. All counselors are involved with the college and career exploration in all district schools. Each student in the district has the opportunity for a one on one intensive advisement session centered around CTE while increasing exposure to all programs of study with ED and SWD students in grade 8. Students will be recruited during the spring semester of their freshman year via school counselors, GearUp coordinator during the Freshmen Program of Study Showcase, WBL coordinator(s), and specially designed college and career fairs throughout grades K-12. In order to promote equity among student groups, WBL students that have issues regarding transportation will be scheduled during designated times/blocks in which transportation will be provided for them, allowing all to participate in WBL (Appendix H).

WBL supervisors will monitor interaction at the job site via monthly evaluations and final evaluations from the industry partner (Appendix I). WBL supervisors will provide students with opportunities for reflection and analysis. Students will complete a tool from the WBL Toolbox, Student Self-Assessment of Skills, three times per semester: before, during, and after placement (Appendix J). Transportation will be provided daily to and from training facilities and job sites. WBL teachers and other academic educators will be provided with externship opportunities with each of the industry partners and will attend four professional development

experiences outside the classroom (Appendix K). All CTE educators and WBL supervisors will attend the CTE Summit.

Proficient students will be able to pursue industry certifications, after course requirements and receive the Work Ethic Diploma upon graduation (Appendix L). TCAT Livingston will provide services and access to their facilities for secondary and adult learners as well as, admissions and financial aid counselors. Students will be granted access to labs and tutoring for industry certification exams at both the secondary and postsecondary levels.

Improving the educational pathway between secondary and postsecondary institutions, the attainment of certificates, diplomas and added work experience will have a profound impact on meeting the goals of the Drive to 55 initiatives by attracting a new pool of students that would begin working toward a postsecondary credential through dual enrollment at Livingston Academy and TCAT Livingston, increasing options at the technical, community, and four year institutions in the area. In collaboration with the Livingston-Overton County Chamber of Commerce and other industry leaders, this grant would have a significant impact on the availability of skilled workers in the future. The proposed project will assist in the enhancement of the post-secondary Diesel Maintenance program and support dual enrollment and early college credit while developing a clear pathway from elementary to postsecondary opportunities.

Section 3: Strength of Partnership

The following is a description of each partner's role and contributions in implementation. All mandatory partners will serve as governance and oversight.

Partner Role	Partner Organization	Contact Name	Contribution
Lead Entity	TCAT-Livingston	Cynthia Gann	Oversight of grant
Fiscal Agent	TCAT-Livingston	Stacy McFall	Fiscal agent of project
Other Higher Education	Volunteer State Community College	Mike Powell	Collaborate and implement dual credit classes available to juniors and seniors of Livingston Academy
	Tennessee Technological University		
Career and Technical Education (CTE)	Overton County Schools	Teresa Johnson, CTE Director	Plan and implement teacher externship with partnering industries and support WBL instructor to place students in appropriate partnership
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	Overton County Schools	Dr. Mark Winningham	Serve on steering committee
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	Pickett County Schools	Diane Elder	Partner with OCS to provide students for Diesel Maintenance program
	Jackson County Schools	Kristy Brown	Partner with OCS to provide students for Diesel Maintenance program (Distressed County)
Regional/State Workforce Development	Highlands Workforce and Educational Committee	Lillian Hartgrove	Refer candidates from at risk counties to the diesel maintenance program of study and assist with identifying additional work-based learning sites for students
	Department of Labor	Becky Hull	Partner with Regional Workforce Development to recruit and maintain diesel maintenance/technology program
Employers	Cooper's Recycling	Steve Cooper	WBL and internship site for TCAT students
	Main Street Diesel	Bert Jolley	WBL and internship site for TCAT students
	Fitzgerald Trucking	Robert Fitzgerald	WBL and internship site for TCAT students
	Woolbright Auto Repair	Tony Woolbright	WBL and internship site for TCAT students

The TCAT Livingston is governed by the TN Board of Regents (TBR) and all TBR policies and procedures will be followed in implementing the GIVE Grant. Decisions regarding grant activities will be made in accordance to the policies and procedures of TBR with final decisions made by the President. An advisory committee will be appointed to maintain oversight of the grant activities throughout the project period. The committee will be comprised of a representative from each of the partners of the grant and will meet twice during the fiscal

year. The project director for the grant will be Ms. Cynthia Mann, who is employed by the TCAT-Livingston. Her primary duties will be to oversee the implementation, reporting, compliance, and outcomes of the grant.

Section 4: Budget

The budget will include purchase of tools and equipment, instructor salary and benefits, recruitment plan costs, transportation costs, and renovation costs of building. A detailed financial plan is attached (Appendix M).

Section 5: Sustainability

The Tennessee College of Applied Technology – Livingston has been in existence since 1966 and continues to maintain strong enrollments, completion, and placements of students. The mission of the College is to be the premier supplier of workforce development throughout the Upper Cumberland area. TCAT – Livingston's 2017-2018 graduation rate is 80% with a 90% placement rate.

The demand for TCAT's Diesel Technology program continues to grow as evidenced by the increased enrollment in the program. The addition of a more suitable facility and improved equipment and tool supplies will strengthen the student's educational experience while better preparing them for job placement.

Dual enrollment has been a major part of the training at the TCAT – Livingston since the early 1980's with the passage of the Comprehensive Education Act. TCAT – Livingston trains on average between 100-200 high school students each year. The enhancement of a postsecondary program of study in Overton County will provide more students with an opportunity to pursue new career paths. The proposal is the ideal way to increase the feeder path for the Diesel Maintenance program that will be sustained at TCAT Livingston for many years

beyond the life of the grant. It is the desire of the partners that employers will see the value of the addition to the workforce and that internships will continue far beyond the grant period.

Given the rich history of the TCAT – Livingston and the successful implementation of Career and Technical Programs at the secondary level, the sustainability of this program of study is expected to be long-term especially when considering our longstanding partnership with the Highlands Workforce and Education Committee, and the growth of the WBL program at Livingston Academy over the last three years (Appendix F) . The TCAT – Livingston is committed to maintaining the program as long as the need exists. The implementation of programs such as the TN Lottery (2019 Livingston Academy had eighty-nine students to qualify for a total of \$474,753.00), TN Promise (2019 Livingston Academy had 100% of the graduation cohort to meet initial eligibility with 40% utilizing funds), and TN Reconnect will also support and encourage students to enroll in high-demand occupations and careers and to pursue post-secondary education at the Tennessee Colleges of Applied Technology.

As an incentive for students to take advantage of job opportunities, the WBL component of the program is an ideal resource to recruit and retain students throughout the pathway from elementary to middle school and on to post-secondary. WBL pathways and protocols are an established part of the Career and Technical Education program at Livingston Academy and will continue after the 30-month grant period (Appendix G). Overton County Schools will incur any costs associated with transportation above and beyond the 30 month period if needed.

Each of Overton County's employer partners have well established businesses in the Upper Cumberland and continue to grow and thrive in an everchanging economy. Each partner has shown through their involvement in the region their commitment to building a strong workforce that supports the needs of existing business and future business that locate in the Upper

Cumberland region. Each employer has committed to ensuring the success of the grant as indicated in their partner letters of support. Employer partners will continue to serve on the Advisory Board for the Diesel Technology program after the grant period and will continue to contribute to the overall success of the training provided.

Communication with each of the partners will continue after grant completion through the TCAT's general advisory committee, an outreach of TCAT staff. Instructors at both TCAT Livingston and Livingston Academy will maintain constant contact with the community and industry partners throughout the Upper Cumberland region. The Advisory Board will provide a detailed plan for maintaining communication and sharing resources among all program partners beyond the 30-month grant period.

The internal maintenance department at the TCAT Livingston and OCS will provide the needed long-term resources to maintain and repair equipment and the housing and upkeep of equipment purchased. Cooper's Recycling L.L.C. will annually lease the building to OCS for one dollar (\$1.00) per year (Appendix E). In the event the agreement with Copper's Recycling L.L.C. is ever dissolved, OCS has a secondary location for the program to be housed at their bus garage. As indicated in the attached letters of support, our private industry partners have pledged their infinite support beyond the duration of this grant.

Section 6: Economic Status Acknowledgement

Overton County has been identified as an economically at-risk county. In order to assist the state in eliminating distressed counties by 2025, we have collaborated with directors of schools from each of the surrounding distressed districts including Clay and Jackson counties. Pickett County will also partner with Overton County Schools and TCAT-Livingston to recruit and transport students to Livingston for the diesel maintenance/technology program in order to

supplement student enrollment as needed. Through the GIVE grant, Overton County Schools will provide transportation to distressed counties as the need arises and will incur any associated costs.

APPENDIX A: Labor Market Justification



Workforce Needs Annual Report

January 15, 2019

Regional projections from the Higher Education Commission indicate Transportation and Material Moving is one of the six highest occupational groups with high employer demand across the state. The escalation of transportation needs will correlate into a demand for qualified diesel mechanics to service the growing number of vehicles.

The Center for Economic Research in Tennessee's 2018 Labor and Education Alignment Program Report indicated Transportation and Material Moving is the sixth-highest occupation in demand across the state. The increase in transportation needs will cultivate into a demand for qualified diesel mechanics.

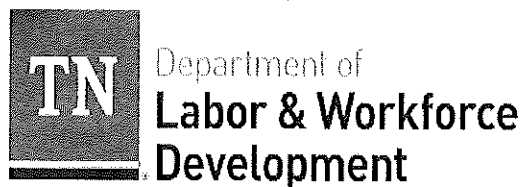
First-Line Supervisors of Mechanics, Installers, and Repairers are in high demand in East, Southern Middle, and Northern Middle regions of Tennessee.

Automotive Service Technicians and Mechanics are in high demand in East, Northwest, Southern Middle, Northern Middle, Southwest, Northeast, Southeast, and the Upper Cumberland regions of Tennessee.

Bus and Truck Mechanics and Diesel Engine Specialists are in high demand East, Northwest, Southern Middle, Northern, Southwest, Northeast, and Southeast regions of Tennessee.

Farm Equipment Mechanics and Service Technicians are in high demand in the Northwest region of Tennessee.

Retrieved from: <https://www.tn.gov/thec/research/redirect-research/supply-and-demand-report.html>



There are currently 140 positions open in Tennessee for diesel mechanic with a pay range from \$15-\$30 per hour.

Knox County (Labor and Workforce Demographic Area 3) has a high demand for automotive service technicians and mechanics considering the 2014-2024 average annual openings analysis

projecting 45 positions. The 2016 median salary for a mechanic was \$34,665 in Knox County compared to the average 2016 median salary in Overton County for all occupations was \$35,065.

Bledsoe, Bradley, Hamilton, McMinn, Marion, Meigs, Polk, Rhea, and Sequatchie Counties (Labor and Workforce Development Area 5) have a high demand for automotive service technicians and mechanics considering the 2014-2024 average annual openings analysis projecting 50 positions. The 2016 median salary for a mechanic was \$36,997 in these counties compared to the average 2016 median salary in Overton County for all occupations was \$35,065.

Cheatham, Dickson, Houston, Humphreys, Montgomery, Robertson, Stewart, Sumner, and Williamson Counties (Labor and Workforce Demographic Area 8) have a high demand for automotive service technicians and mechanics considering the 2014-2024 average annual openings analysis projecting 55 positions. The 2016 median salary for a mechanic was \$41,337 in these counties compared to the average 2016 median salary in Overton County for all occupations was \$35,065.

Fayette and Shelby Counties (Labor and Workforce Demographic Area 13) have a high demand for automotive service technicians and mechanics considering the 2014-2024 average annual openings analysis projecting 75 positions. The median salary for a mechanic was \$41,380 in these counties compared to the average 2016 median salary in Overton County for all occupations was \$35,065.

Retrieved from: <https://www.jobs4tn.gov/vosnet/analyzer/results>

Occupation Profile for Bus and Truck Mechanics and Diesel Engine Specialists in Tennessee

Jobs and Candidates Available Table

The table below shows the number of job openings advertised online, as well as potential candidates in the workforce system in Tennessee for Bus and Truck Mechanics and Diesel Engine Specialists and for the related occupational group of Installation, Maintenance, and Repair Occupations on August 11, 2019 (Jobs De-duplication Level 2).

Occupation	Job Openings	Candidates	Candidates per Job
Bus and Truck Mechanics and Diesel Engine Specialists	140	63	0.45
Installation, Maintenance, and Repair Occupations	2,555	1,731	0.68

Job Source: Online advertised jobs data

Candidate Source: Individuals with active résumés in the workforce system.

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There are 140 available positions for bus and truck mechanics and diesel engine specialists in Tennessee and 63 qualified candidates correlating into 0.45 candidates per position indicating a high demand for trained applicants.

Occupational Projections (Long-term) for Multiple Occupations in Tennessee in 2016-2026

Occupational Projections Table

The table below shows the long term employment projections for Multiple Occupations in Tennessee for the 2016-2026 projection period.

Occupation	Occupation Code	2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Bus and Truck Mechanics and Diesel Engine Specialists	493031	7,720	8,430	710	0.90%	9.10%

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI
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The estimated number of Bus and Truck Mechanics and Diesel Engine Specialists employed in Tennessee in 2016 was 7,720. It is projected that in 2026 there will be 8,430. This represents an annual average growth rate of 0.90%. Bus and truck mechanics and diesel engine specialist positions are projected to increase by 710 jobs (increase of 9.10%).

Bus and Truck Mechanics and Diesel Engine Specialists - This is the broad occupation group for Automotive Service Technicians and Mechanics and Vehicle and Mobile Equipment Mechanics, Installers, and Repairers.

Occupational Projections (Long-term) for Automotive Service Technicians and Mechanics in Tennessee in 2016-2026

Occupational Projections Table

The table below shows the long term employment projections for Automotive Service Technicians and Mechanics in Tennessee for the 2016-2026 projection period.

2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
15,440	16,580	1,140	0.70%	7.40%

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI
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The occupational projections for automotive service technicians and mechanics in Tennessee in 2016-2026 indicate an increase of 1,140 positions (increase of 7.40%).

Occupational Projections (Long-term) for Automotive Service Technicians and Mechanics in Upper Cumberland in 2016-2026

Occupational Projections Table

The table below shows the long term employment projections for Automotive Service Technicians and Mechanics in Upper Cumberland for the 2016-2026 projection period.

2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
560	610	50	0.79%	8.15%

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI
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The occupational projections for automotive service technicians and mechanics in the Upper Cumberland region of Tennessee indicate an increase of 50 positions (increase of 8.15%).

Occupational Projections (Long-term) for Vehicle and Mobile Equipment Mechanics, Installers, and Repairers in Tennessee in 2016-2026

Occupational Projections Table

The table below shows the long term employment projections for Vehicle and Mobile Equipment Mechanics, Installers, and Repairers in Tennessee for the 2016-2026 projection period.

2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
39,400	42,650	3,250	0.80%	8.20%

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI
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The occupational projections for vehicle and mobile mechanics, installers, and repairers in Tennessee indicate an increase of 3,250 positions (increase of 8.20%).

Occupational Projections (Long-term) for Vehicle and Mobile Equipment Mechanics, Installers, and Repairers in Upper Cumberland in 2016-2026

Occupational Projections Table

The table below shows the long term employment projections for Vehicle and Mobile Equipment Mechanics, Installers, and Repairers in Upper Cumberland for the 2016-2026 projection period.

2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
1,970	1,990	20	0.10%	1.01%

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI
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The occupational projects for vehicle and mobile equipment mechanics, installer, and repairers in the Upper Cumberland region of Tennessee indicate an increase of 20 positions (increase of 1.01%).

DEMAND DATA

SOC Title	Estimated Employment	Projected Employment	Average Annual Openings	Average Annual Growth	Annual Median Salary	Usual Education Requirement
Bus and Truck Mechanics and Diesel Engine Specialist	7720	8425	780	0.9	\$42920	Post-secondary vocational training
Totals	7720	8425	780	0.9		

SUPPLY DATA

Program Title	Totals	Secondary Concentrators	Cert	Assoc	Bach	Grad
Diesel Mechanics Technology/Technician.	208	0	72	136	0	0
Medium/Heavy Vehicle and Truck Technology/Technician.	252	0	229	23	0	0
Totals	460	0	301	159	0	0

TOTAL SUPPLY	460
TOTAL DEMAND	780
Ratio	0.59

Retrieved from: <https://www.jobs4tn.gov/vosnet/lmi/LabSupplyDetails.aspx>

Diesel Technology

The outlook for this job statewide is **Very Good**.

Occupations are expected to be **IN DEMAND** with employers.

The growth rate is positive (ratio of 0.59).

There are more job openings expected annually than there were training completers in a recent year.

Occupational Projections (Short-term) for Multiple Occupations in Tennessee in 2018-2020

Occupational Projections Table

The table below shows the short term employment projections for Multiple Occupations in Tennessee for the 2018-2020 projection period.

Occupation	Occupation Code	2018 Estimated Employment	2020 Projected Employment	Total 2018-2020 Employment Change	Annual Percent Change
Bus and Truck Mechanics and Diesel Engine Specialists	493031	7,960	8,160	200	1.25%

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI
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The estimated number of Bus and Truck Mechanics and Diesel Engine Specialists employed in Tennessee in 2018 was 7,960. It is projected that in 2020 there will be 8,160. This represents an annual average growth rate of 1.25%

LEAP Report

The 2018 LEAP (Labor and Educational Alignment Program) occupational analysis indicates transportation and material moving occupations are in high demand and fall into a priority occupational group. The transportation, distribution, and logistics cluster encompasses the distribution of products across the globe and related services. The growth of transportation needs directly correlates with the need for qualified diesel mechanics to service the expected increase in diesel-powered machinery.

The 2018 LEAP occupational analysis indicates the jobs: automotive service technician/mechanic, bus and truck mechanic/diesel engine specialist, and farm equipment mechanic/service technician are essential to meeting the increasing demand related to transportation, distribution, and logistics.

Retrieved from: https://www.tn.gov/content/dam/tn/ecd/documents/LEAP%20Report_11-1-2018.pdf

APPENDIX B: MIT Living Wage Calculator



The living wage is the minimum income standard that, if met, draws a very fine line between the financial independence of the working poor and the need to seek out public assistance or suffer consistent and severe housing and food insecurity. In light of this fact, the living wage is perhaps better defined as a minimum subsistence wage for persons living in the United States.

The Tennessee Department of Labor and Workforce Development lists 140 positions open in Tennessee for diesel mechanic with a pay range from \$15-\$30 per hour. The job of diesel mechanic exceeds the minimum income standard and will allow for what many consider the basic necessities enjoyed by many Americans. Diesel mechanic wages may enable budget funds for pre-prepared meals or those eaten in restaurants. Diesel mechanic wages may include money for entertainment and leisure time for unpaid vacations or holidays. Lastly, the salary could provide a financial means for planning for the future through savings and investment or for the purchase of capital assets (e.g., provisions for retirement or home purchases).

The United States Department of Labor 2018 occupational outlook statistics indicates diesel service technicians and mechanics have a median yearly wage of \$47,350 and a median hourly wage of \$22.76 an hour.

Retrieved from: <https://www.bls.gov/ooh/installation-maintenance-and-repair/diesel-service-technicians-and-mechanics.htm>

Installation, Maintenance, Repair Profession Upper Cumberland Living Wage Information

County	1 Adult Living Hourly Wage	Installation, Maintenance, Repair (Typical Salary)	Required Annual Income
Overton	\$9.92	\$42,877	\$20,634
Clay	\$9.88	\$42,877	\$20,552
Fentress	\$9.88	\$42,877	\$20,552
Pickett	\$9.88	\$42,877	\$20,552
Putnam	\$10.45	\$42,877	\$21,741
White	\$9.88	\$42,877	\$20,552
Jackson	\$9.88	\$42,877	\$20,552

The average living hourly wage for the Upper Cumberland region of Tennessee is \$9.97. The entry-level hourly wage is \$15.40 for a diesel mechanic in Tennessee. This is an increase of \$5.43 over the average living hourly wage. The median hourly wage is \$20.77 for a diesel mechanic in Tennessee. This is an increase of \$10.80 over the average living hourly wage. An experienced diesel mechanic makes an hourly wage of \$24.67. This is an increase of \$14.70 over the average living wage. The entry-level yearly salary for a diesel mechanic is \$31,024. The median annual wage for diesel mechanics in Tennessee is \$43,209, and experienced mechanics make \$51,322.

Occupation Profile for Bus and Truck Mechanics and Diesel Engine Specialists in Tennessee

Employment Wage Statistics Table

The table below shows the estimated employment wage statistics for individuals in Tennessee employed for Bus and Truck Mechanics and Diesel Engine Specialists in 2018.

Rate Type / Statistical Type	Entry level	Median	Experienced
Annual wage or salary	\$32,024	\$43,209	\$51,322
Hourly wage	\$15.40	\$20.77	\$24.67

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI

The median wage is the estimated 50th percentile; 50 percent of workers in an occupation earn less than the median wage, and 50 percent earn more than the median wage. Entry level and Experienced wage rates represent the means of the lower 1/3 and upper 2/3 of the wage distribution, respectively. Data is from an annual survey.

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Appendix C: Letters of Support



P.O. Box 354
Livingston, TN 38570
(931) 823-6421

August 24th, 2019
Tennessee College of Applied Technology/Overton County School District
Governor's Investment in Vocational Education Grant (GIVE)

GIVE:

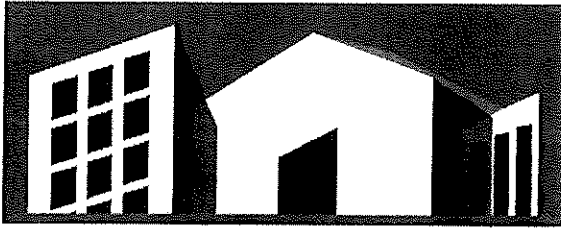
The Livingston-Overton County Chamber of Commerce is writing in support of the Tennessee College of Applied Technology, and Overton County Schools GIVE grant proposal to expand the Diesel Technology program to students in the Upper Cumberland. The Diesel Mechanics Technology/Technician pathway from secondary schools through certification and the 2-year post-secondary program will assist in filling a critical workforce gap in the Upper Cumberland due to lack of qualified mechanics. The Chamber of Commerce is confident the partnerships between the Tennessee College of Applied Technology, Overton County Schools, Fitzgerald Collision and Repair, Cooper's Recycling L.L.C., and Main Street Diesel will prove to be a model program that illustrates Governor Lee's Drive to 55 initiatives.

This partnership will help strengthen the economy of the Upper Cumberland and help fill a gap in the local workforce due to the shortage of qualified diesel mechanics. The Diesel Mechanics Technology/Technician program will provide students with high wages and long term careers. If this proposal is approved, the Livingston-Overton County Chamber of Commerce feels it will be a great success due to the strong partnership and the programs work-based learning opportunities. We hope you will give this proposal every consideration.

Sincerely,

A handwritten signature in cursive script that reads "Greg McDonald".

Greg McDonald



**The Industrial Development Authority
Overton County, Tennessee**

222 East Main Street
Livingston, TN 38570

Governor's Investment in Vocational Education Grant (GIVE)
Tennessee College of Applied Technology (TCAT)/Overton County Schools (OCS)

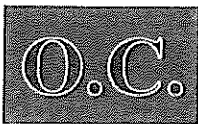
Grantor:

The Industrial Development Authority of Overton County, Tennessee would like to voice their sincere support of the Tennessee College of Applied Technology (TCAT) Livingston and Overton County Schools Governor's Investment in Vocational Education (GIVE) grant application for the Upper Cumberland area Diesel Mechanics Technology/Technician pathway from secondary schools through certification and 2-year post-secondary program. Many other partners in the community, and we have been working diligently with staff from Overton County School system on the development of the Diesel Mechanics Technology/Technician dual enrollment program. The multi-partnership, along with TCAT, will allow us to serve students who are involved in post-secondary education. We have been engaged in collaboration with local business, educational facilities, and economic development organizations to ensure a firm proposal that will result in a viable and professional work program for secondary students and post-secondary students over the proposed 30-month project.

The Industrial Development Authority of Overton County pledges continuance of this community partnership are confident this program of study will assist in the creation of jobs with high paying wages and long term careers. We are encouraged that you will give this proposal its due diligence as it aligns directly with Governor Lee's Drive to 55 initiatives to create more jobs and equip more Tennesseans with certificates and degrees.

Sincerely,

The Industrial Development Authority
Overton County, Tennessee



Overton County Executive Office
County Executive Ben Danner
317 University Street, Suite 1
Livingston, TN 38570
(931) 823-5638

August 25, 2019

Governor's Investment in Vocational Education (GIVE) Grant: Tennessee College of Applied Technology (TCAT) and Overton County School District (OCS)

GIVE Grantor:

As the Overton County Executive, I am writing to voice my support for the Tennessee College of Applied Technology and Overton County School Districts Governor's Investment in Vocational Education grant application for the Upper Cumberland area Diesel Mechanics Technology/Technician pathway from secondary schools through certification and 2-year post-secondary program. I feel, as the Overton County Executive, the partnerships illustrated within the TCAT/OCS GIVE proposal seamlessly exemplify key points outlined in Governor Lee's Drive to 55 initiatives to create more jobs through local cooperative agreements. I believe the partnerships will create a viable work experience for secondary and post-secondary students throughout the Upper Cumberland area of Tennessee.

I anticipate, if funded, this project will have great success based on the strong partnerships defined in the GIVE proposal and will assist in filling the need for more diesel mechanics within the Upper Cumberland. Overton County is excited for the possibility to expand its work-based learning opportunities and offer students the prospect of high paying wages and long term careers. If I can be of any further assistance, please let me know.

Sincerely,

Ben Danner
Overton County Executive

WILLIAM CURTIS HAYES, JR., MAYOR

City of Livingston



301 McHENRY CIRCLE
LIVINGSTON, TENNESSEE 38570
PHONE: 931-823-1269
FAX: 931-823-7362

To whom it may concern:

In my role as mayor of the City of Livingston, I wish to express my support of the Tennessee College of Applied Technology Livingston (TCAT) and Overton County Schools' in their proposal for the Governor's Investment in Vocational Education grant for a post-secondary Diesel Mechanics' Technology/Technician program. This grant would assist in providing the students of the Upper Cumberland area with a pathway from secondary school into a 2-year post-secondary program that would award them the appropriate certification needed to excel in the aforementioned field upon completion of the program. With the partnerships of Fitzgerald Collision and Repair, Cooper's Recycling L.L.C., Main Street Diesel, and multiple other educational institutions and state and local agencies, I am confident in the foundation of Livingston to sustain this endeavor. In addition, I am confident that this program will help strengthen and generate the opportunity for economic growth in our community and the entire Upper Cumberland region.

Livingston strives to maintain an authentic small-town atmosphere while continuing to expand our horizons. Our goal is to provide our citizens with educational opportunities that are typically only available in areas much larger than our own. This proposal will not only serve to expand the educational options currently available in our community, but it will also work to help address the skill gap that exists in our local workforce due to the lack of qualified diesel mechanics in our region and throughout the state.

The efforts of this grant offer our community the opportunity to contribute to the overall success of post-secondary students in the Upper Cumberland by providing them with long-term, high paying career options. The City and I are excited about the meaningful and sustainable educational experience that this work-based learning program will provide. If funded, this program will ensure that our partnerships with the above-mentioned businesses are yielding the credentials needed, while also piloting new industry into the Upper Cumberland.

I trust that you will give this proposal due consideration, as the City of Livingston would be delighted to welcome a partnership with Governor Lee's "Drive to 55" to bring the Upper Cumberland this Diesel Mechanics' Technology/Technician program.

Sincerely,

A handwritten signature in dark ink, appearing to read "William Hayes", is written over a faint, larger signature that appears to be "William Hayes, Jr.".

Curtis Hayes,

Mayor of Livingston, TN

HIGHLANDS
ECONOMIC PARTNERSHIP

August 24, 2019

Re: Governor's Investment in Vocational Education Grant Proposal (GIVE)

Dear GIVE Grant Review Committee:

We are delighted to provide a letter to the Overton County School System in support of their GIVE grant application. Overton County was one of the first school districts to partner with the Highlands Economic Partnership (HEP) and embrace the Pathways to Prosperity model ensuring offered programs of study align with regional labor market information and students are being prepared according to the needs of current and future employers and job trends.

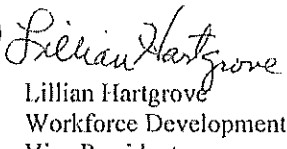
The HEP, under the umbrella of the Cookeville-Putnam County Chamber of Commerce, is a multi-county economic development partnership located in the Upper Cumberland region of Tennessee. We are the convening organization for workforce development and education programs and initiatives that ensure collaboration among key stakeholders in primary and secondary education, postsecondary institutions, employers from various industry sectors, and other community organizations. The HEP employs workforce development and education staff to oversee programs that are focused on the college and career preparedness for students of all ages.

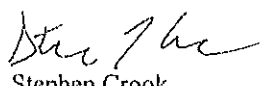
Overton County Schools will utilize grant funds to grow a pipeline of students earning credentials that lead to a career as a diesel technician. The Diesel Mechanics Technology/Technician program will directly impact the economy by addressing a workforce gap and providing long term careers with high paying wages that raise per capita income, reduce poverty rates, decrease unemployment and improve quality of life. We agree to commit Highlands Workforce Development and Education staff to assist Overton County Schools and their other partners in executing the goals laid forth in their grant proposal.

The Highlands workforce development and education program of work is an extremely strong collaborative that has produced outstanding results and has led to a pipeline of students being prepared for the regional labor market. Our strategic priorities are aligned with the goals of the GIVE grant: collaborate; be data driven; offer meaningful work-based learning experiences to students; and ensure education institutions are producing credentials employers need. Together, this will drive new industry to the area and grow existing business.

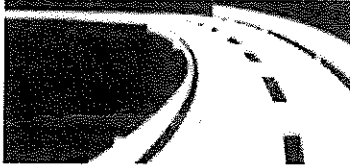
Sincerely,


George Halford
President/CEO


Lillian Hartgrove
Workforce Development
Vice President


Stephen Crook
Economic Development
Vice President

Overton County Highway Department



**112 Industrial Park Circle
Livingston, TN 38570
(931) 823-5631**

August 29, 2019


Tennessee College of Applied Technology and Overton County Schools Diesel Maintenance Program

Governor's Investment in Vocational Education Grant (GIVE):

The Highway Administrative Chief Office of Overton County would like to express their endorsement for the Tennessee College of Applied Technology and Overton County Schools Diesel Maintenance program. Our office has been working with educational institutions since the GIVE grant was announced and feel this program will help fill a skills gap in the Upper Cumberland due to lack of qualified diesel technicians. There are instances when we have diesel equipment needing service and not enough qualified workers or time to complete. This program will help the citizens of Overton County not only in my department, but also in the Upper Cumberland by provide high paying wages and long-term careers. This program will help students take advantage of scholarships like TN Promise and TN Reconnect.

The Highway Administrative Chief Office of Overton County believes the partnership between educational institutions, Fitzgerald Collision and Repair, Cooper's Recycling L.L.C., Main Street Diesel, and many local/regional government agencies is a strong alliance that will result in a sustainable work-based experience for students in the Upper Cumberland. We pledge to help in any way possible to secure this grant and beyond. We are confident the reviewers of this grant will give it every consideration and support Governor Lee's Drive to 55 initiatives. Please feel free to contact our office if we can help by any means necessary.

Sincerely,


James Norrod
Superintendent

J AND K EQUIPMENT LEASING, L.L.C.
225 RAINTREE DRIVE
LIVINGSTON, TN 38570

September 3, 2019

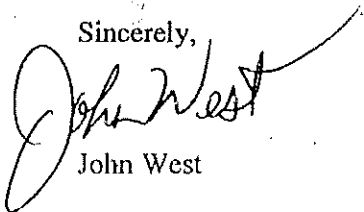
Tennessee College of Applied Technology-Livingston and Overton County School
System Diesel Maintenance Program

Governor's Investment in Vocational Education (GIVE):

J and K Equipment Leasing, L.L.C. would like to express their endorsement for the Tennessee College of Applied Technology-Livingston and Overton County School System's Diesel Maintenance Program. Our company has been working with these educational institutions and many other local businesses since the GIVE grant was announced. The diesel maintenance program will be prosperous for the community by filling a skills gap due to lack of qualified mechanics. When equipment requires service it can be difficult to find a service technician to make repairs in a suitable time frame. Our company believes this program will have a positive impact on the Upper Cumberland region creating sustainable work and high paying jobs for those that complete the program. If funded, we are encouraged that our partnerships will continue to grow in support of Governor Lee's Drive to 55.

J and K Equipment, L.L.C. pledges continuance of our community partnership expressed in the GIVE grant proposal. We hope the reviewers of this grant will give it every consideration to be funded. We are encouraged at the prospects of students being able to take advantage of programs such as TN Promise and TN Reconnect.

Sincerely,



John West

PHONE: 615-587-6609 FAX: 931-823-3880
FEDERAL ID #: 27-3649198



Date: August 26, 2019

To: (Give) Governor's Investment in Vocational Education

Re: Tennessee College of Applied Technology and Overton County School System Proposal

GIVE:

Mountain Farm International would like to express their support for the Governor's Investment in Vocational Education grant submitted by the Tennessee College of Applied Technology and Overton County Schools System to develop a Diesel Technology/Technician training facility. The proposed program will fill a skills gap in the Upper Cumberland area; there is a great need for more qualified diesel mechanics. As a business owner, I take great pride in offering my customers excellent service. It can be difficult when repairs on diesel equipment can take weeks due to the lack of qualified diesel mechanics to perform the needed service. I am confident this program will assist business owners like myself and individuals needing repairs promptly. Farmers, excavators, and contractors need quick turnaround on their repairs so they can earn a living. This program will also contribute to the overall economy of the Upper Cumberland region by providing students that complete the program high wages and a fulfilling career.

The partnerships between the Tennessee College of Applied Technology, Overton County Schools, Fitzgerald Collision and Repair, Cooper's Recycling L.L.C., Main Street Diesel, and many economic development organizations is a strong collaboration, and Mountain Farm International is proud to support this endeavor. If funded, we believe this work-based program will be a model for other educational facilities to follow. We feel this is an excellent educational opportunity for students in the Upper Cumberland and hope you give it consideration to be funded.

Sincerely,

Brandon Robbins
Mountain Farm International



**109 Tabor Loop
Crossville, TN 38555**

August 23, 2019

Governor's Investment in Vocational Education (GIVE)

Tennessee College of Applied Technology

Overton County School System

Re: Letter of Support for GIVE grant proposal

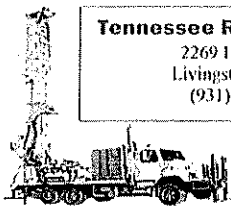
GIVE:

This letter supports the Tennessee College of Applied Technology and Overton County School Systems GIVE grant proposal to develop a Diesel Technology/Technician facility in collaboration with Fitzgerald, Cooper's Recycling, and Main Street Diesel. As a diesel repair shop owner, I see the need for more qualified diesel mechanics in the Upper Cumberland. It is essential to my business to provide my customers with accurate and timely repairs to their equipment. This program will assist in providing skilled labor to perform these repairs. It will also offer students that complete the program high paying jobs and a career that will support the overall economic development of the Upper Cumberland. The proposal displays a strong collaboration between several educational agencies, many local businesses, and economic development organizations that will be successful if funded.

J&K Truck Repair Inc. believes this new work-based learning program will assist in contributing to the diesel repair industry in the Upper Cumberland. This industry will continue to grow and it will be essential to have highly-trained technicians to fill these positions. Please give every consideration to funding this program.

Sincerely,

James Spas
J&K Truck Repair Inc.



Tennessee Rotary Drilling

2269 Hillman Hwy
Livingston, TN 38570
(931) 823-6032

August 22, 2019

Support Letter for Tennessee College of Applied Technology (TCAT) and Overton County School System (OCS) Governor's Investment in Vocational Education Grant (GIVE)

GIVE:

Tennessee Rotary Drilling is writing to express their support of TCAT and OCS grant proposal to develop a Diesel Mechanics Technology/Technician program partnering with Cooper's Recycling L.L.C., Main Street Diesel, and Fitzgerald Collision and Repair. The work based learning will help fill a much needed skills gap in the Upper Cumberland area. As a business owner with a large number of equipment with diesel engines, I am often losing money and time when equipment needs repair. It is very difficult to find qualified diesel mechanics in the Upper Cumberland area and I am confident this program will create jobs with high pay and lasting careers. We have been involved with OCS since the GIVE grant was posted and pledge our support to assist in any way possible to help secure this grant.

If this project is funded, Tennessee Rotary Drilling strongly believes it will help assist with economic development, decrease unemployment, and support business owners like myself to be more successful. The GIVE grant proposal submitted by TCAT and OCS is a win-win situation for business owners, economic development agencies, educational institutions, and students in the Upper Cumberland. We hope you will give every consideration to funding this proposal. If we can be of any further assistance, please feel free to contact us.

Sincerely,

Chris Farmer
Tennessee Rotary Drilling

A large, stylized handwritten signature in black ink, appearing to read 'C. Farmer'.



150 Construction Drive
Livingston, TN 38570
(931) 403-1000

Date: August 28, 2019

Re: Tennessee College of Applied Technology and Overton County Schools Grant Proposal

To: Governor's Investment in Vocational Education (GIVE)

GIVE:

W&O Construction is writing to support the Tennessee College of Applied Technology-Livingston and Overton County Schools GIVE grant proposal to expand its successful Diesel Mechanics program to include Cooper's Recycling and Main Street Diesel. The pathway from secondary schools through certification and post-secondary programs will assist in filling a critical workforce gap in the Upper Cumberland due to lack of qualified diesel mechanics. This educational opportunity will also help students take advantage of scholarships like TN Promise and TN Reconnect. We are confident this program will assist business owners like ourselves in providing needed diesel repairs in a timely manner. It will also help support the economic status of the Upper Cumberland by providing more jobs with high wages and long-term careers.

Please give every consideration to this grant proposal. This is a great educational and economic opportunity for students in the Upper Cumberland.

Sincerely,

RL Oakley, Jr.

W&O Construction

MIDSTATE

9190 Bradford Hicks Drive
Livingston, TN 38570
(931) 823-7345

Date: August 28, 2019

Re: Tennessee College of Applied Technology and Overton County Schools Grant Proposal

To: Governor's Investment in Vocational Education (GIVE)

GIVE:

Mid State Construction is writing to support the Tennessee College of Applied Technology and Overton County Schools grant proposal to expand its Diesel Mechanics Technology/Technician program. The pathway from secondary schools through certification and the 2-year post-secondary program will help fill a critical workforce gap in the Upper Cumberland due to lack of qualified diesel mechanics. I am convinced this work-based program will assist business owners like myself in providing qualified diesel repairs in a timely manner. It will also help by providing more jobs with high wages and long-term careers in the Upper Cumberland.

The partnerships of the Tennessee College of Applied Technology-Livingston, Overton County Schools, Fitzgerald, Copper's Recycling L.L.C., Main Street Diesel, The Livingston-Overton County Chamber of Commerce, and many other agencies is a strong partnership that will prove to be successful. Please give consideration to funding this grant proposal. This is a great educational opportunity for students throughout the Upper Cumberland region. If we can be of any assistance please let us know.

Sincerely,



Mid State Construction



City of Livingston-Street Department
301 McHenry Circle
Livingston, TN 38570
(931) 823-5595

Date: September 4, 2019

Re: Governor's Investment in Vocational Education (GIVE) Grant Proposal

GIVE:

As the supervisor of the town of Livingston Street Department, I am writing to support the Tennessee College of Applied Technology (TCAT)-Livingston and Overton County Schools Governor's Investment in Vocational Education grant proposal for the Upper Cumberland area Diesel Mechanics Technology/Technician pathway from secondary schools through certification and 2-year postsecondary program. I am confident in the partnership that exists in this proposal between Fitzgerald Collision and Repair, Coopers Recycling L.L.C., Main Street Diesel, education institutions, and other local/state agencies will help strengthen the community and create economic growth for the Upper Cumberland area. This proposal will expand our educational opportunities and allow students to take advantage of scholarships like TN Reconnect and TN Promise.

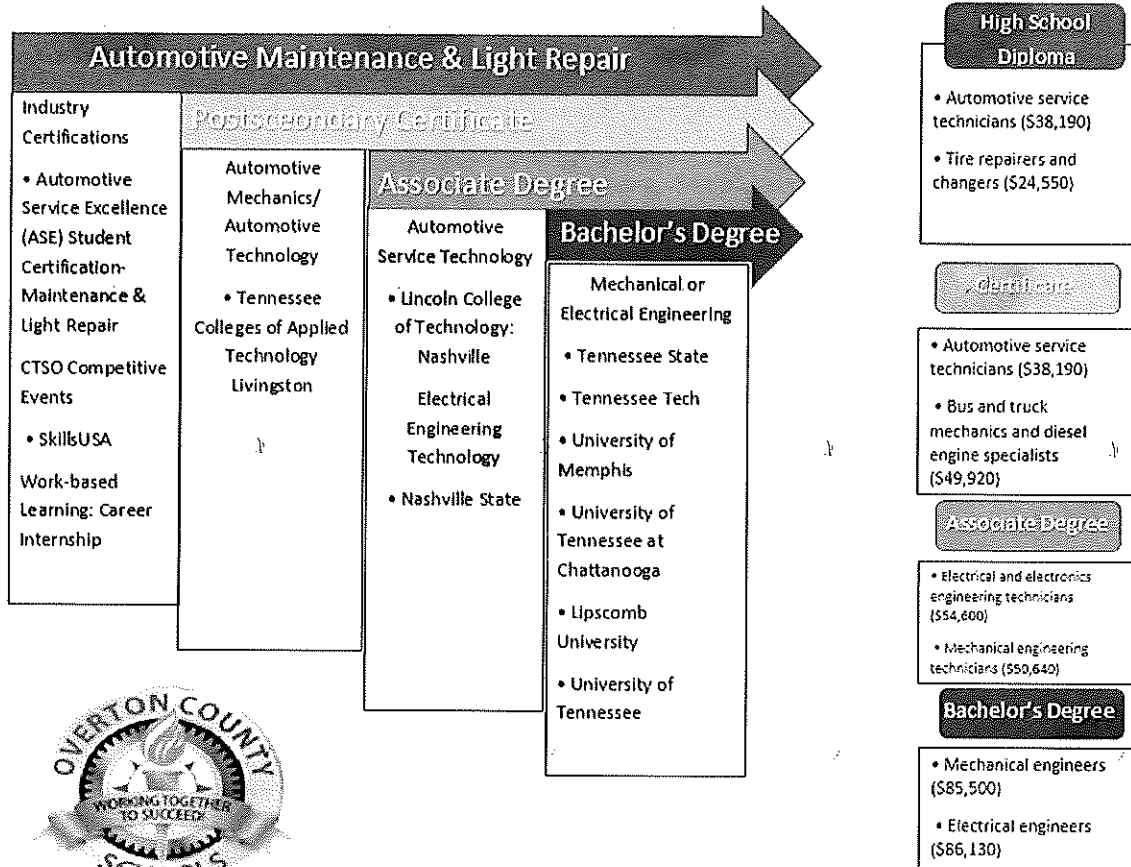
The City of Livingston-Street Department sees a need for more diesel mechanics in the Upper Cumberland area due to a skills gap of trained mechanics. If funded, this program will insure that our partnerships are generating the credentials for students to gain high wages and long lasting careers.

Sincerely,

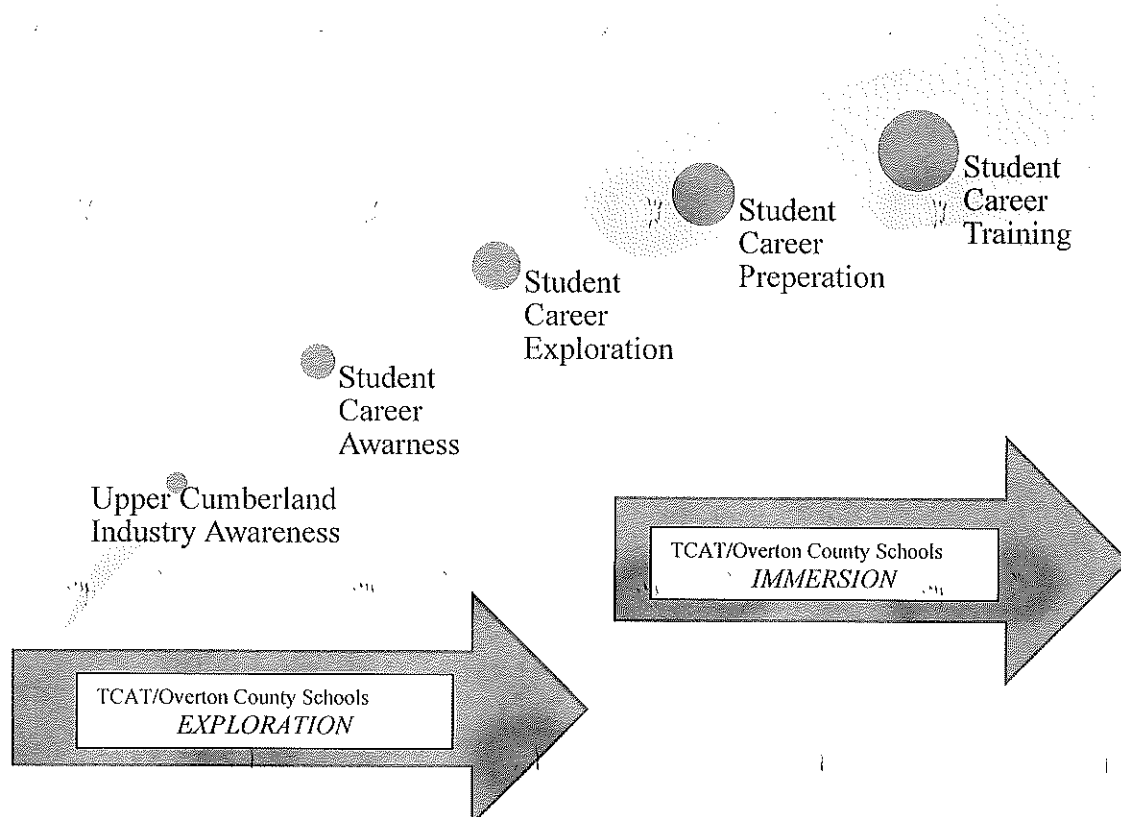
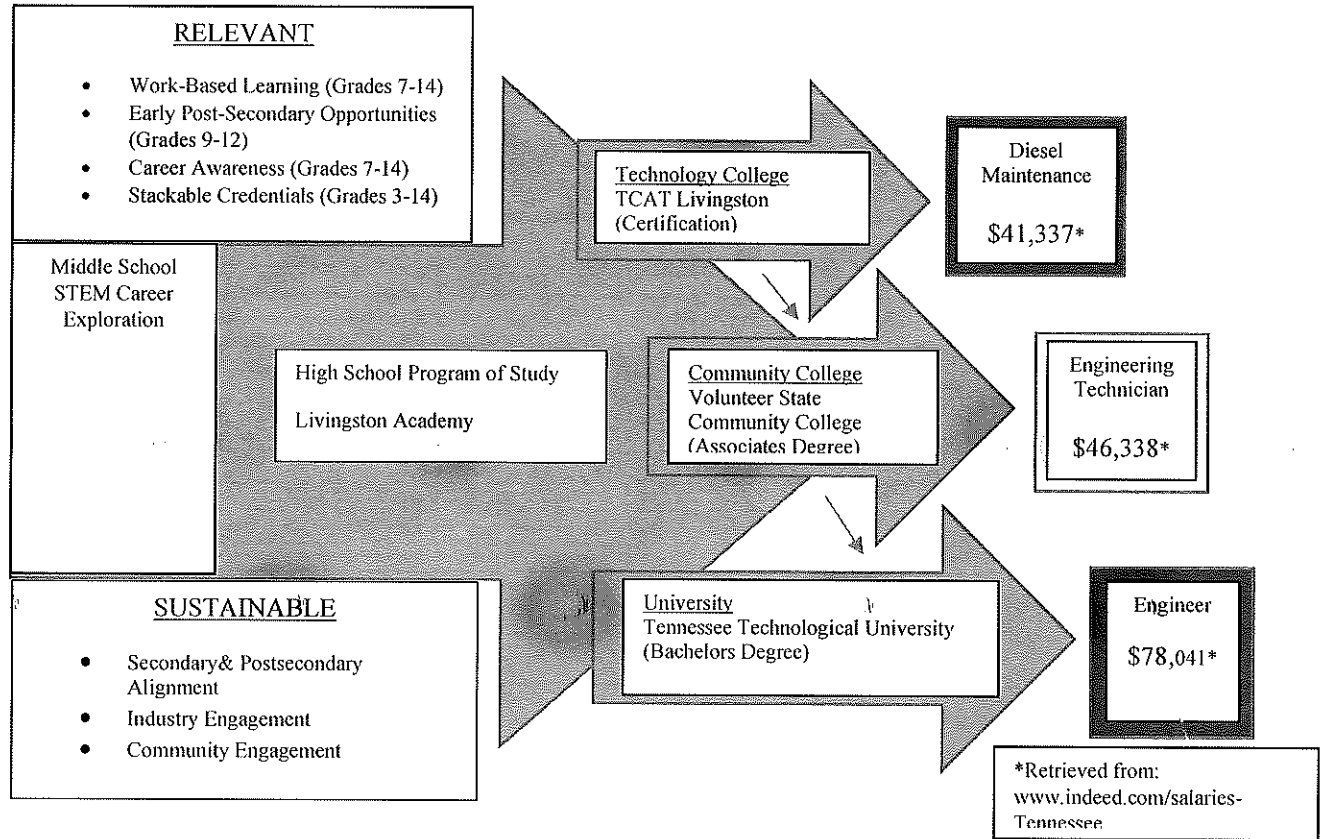
A handwritten signature in black ink, appearing to read "Kenny Smith". The signature is fluid and cursive, written over the word "Sincerely,".

City of Livingston-Street Department

Appendix D: WBL Pathway Diesel Maintenance



TCAT/Overton County Schools Proposed Pathway



OCS WBL Framework

Automotive Maintenance and Light Repair

Partners: WBL and Work Ethic Diploma

Fitzgerald Trucking- Robert Fitzgerald, Owner/Operator 931-450-4450

Cooper's Recycling Maintenance Department-Steve Cooper, Owner/Operator 931-823-1045

Main Street Diesel- Burt Jolley, Owner/Operator 931-267-0028

Recruitment Plan:

Students will be recruited during the Spring Semester of their freshman year via school counselors, GearUp Coordinator, and specially designed college and career fairs throughout grades K-12.

Junior Year:

- Complete required courses at TCAT Livingston (3 blocks per semester)
 - a. Maintenance and Light Repair I (C20H09)
 - b. Maintenance and Light Repair II (C20H10)
 - c. Optional summer internship with one industry partner (in order to complete hours for ASE certification)

Senior Year:

- Complete required courses at TCAT Livingston (3 blocks per semester)
 - a. Dual Enrollment Automotive Maintenance & Light Repair (C20H01)
 - b. Dual Enrollment Automotive Maintenance & Light Repair (C20H01)
- Sit for Industry Certification Exam:
Automotive Service Excellence Student Certification: Maintenance & Light Repair
- Complete one year long WBL cap stone experience for course for credit with one industry partner
- Optional summer internship with one industry partner (in order to complete hours for ASE certification)
- Receive Work Ethics Diploma upon graduation

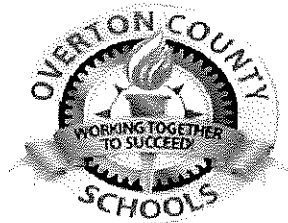
Postsecondary Transition:

- Enroll in TCAT Livingston for completion of Automotive and Light Repair course work
- During final semester be placed in a CO-OP opportunity -or
- Enroll at Motlow State Community College or Volunteer State for Business Entrepreneurship

	NAME: _____		Class of _____		
	Transportation, Distribution, & Logistics		Diesel Maintenance & Light Repair		
<i>{Required (R), Optional for Indicated year (O), Elective-Not Required for Graduation (E)}</i>					
	COURSES	Course Taken	Course Grade	Credit Earned	EPSO
	R - English I				
	R - Algebra I (Possibly Algebra IA or H. Geometry)				
	R - Biology I				
9th	R,O - Health & Wellness				
GRADE	R,O - Visual Arts, Instrumental Music, Vocal Music, or Theater Arts				
	R,O - World History (DC) or Interscholastic Sport				
	E - Reading or Elective				
	R - English II				
	R - Geometry (Possibly Algebra IB or H. Algebra II)				
	R - Physical Science & Chemistry I				
10th	R - US History (DC) or DE US History				
GRADE	R,O - Physical Education				
	R - Personal Finance				
	R - English III or DE English (On-line and/or WBL)				
11th	R - Algebra II (Possibly Geometry A or Pre-Calculus)				
GRADE	R - Diesel Maintenance & Light Repair (3 BLOCKS each semester)				
	R - English IV or DE English (could be online)				
12th	R - Geometry B, Bridge Math, Pre-calculus, Calculus, or DE Math (Bridge Math could be ONLINE)				
GRADE	R - American Government & Civics or DE Amer. Gov't				
	R - Economics (Online to make room for WBL)				
	R - Work-Based Learning				
	R - Diesel Maintenance & Light Repair (3 BLOCKS each semester)				
		TOTAL		0	0

Work-Based Learning, Job-Shadowing and/or Internship(s)

Release of Liability Agreement



Program of study students attending Livingston Academy are not employees of Cooper's Recycling LLC and/or Main Street Diesel so they will not be covered by any worker's compensation insurance or other liability insurance. Students of this program participating in the job shadowing, work-based learning, and/or internship will sign a release of liability and agreement to hold harmless for the benefit of Cooper's Recycling LLC and/or Main Street Diesel.

I, _____, (parent and/or legal guardian) acknowledge that by signing this agreement, I claim full responsibility of any injury/accident cost(s) through my insurance and/or out of pocket to my child, _____, (student's name) during the duration of his/her time spent in the program of study while attending Livingston Academy.

Parent Signature

_____/_____/20____

MAIN STREET DIESEL

905 East Main Street
Livingston, TN 38570

August 14, 2019

Governor's Investment in Vocational Education (GIVE)

GIVE Grantor:

Main Street Diesel is writing in support of the Overton County School Systems Governor's Investment in Vocational Education (GIVE) grant application for the Upper Cumberland area Diesel Mechanics Technology/Technician pathway from secondary schools through certificate and 2-year postsecondary program. Our company has been working with the Overton County School System on the development of the Diesel Mechanics Technology/Technician dual enrollment program. This partnership will allow us to serve additional students who are engaged in postsecondary education. We have been involved with the partners concerning this grant application since the GIVE grant competition was announced and have confidence the collaboration will result in meaningful and sustainable work experience for secondary and post-secondary students in the Upper Cumberland region over the projected 30-month project period.

If the project is funded, we commit to ensuring that our partnership remains a strong foundation for attention and investment in area youth and adult learners. The Diesel Mechanics Technology/Technician program will assist in filling a critical workforce gap in the Upper Cumberland region of Tennessee and lead to long term careers in high paying jobs. Main Street Diesel is optimistic that you will give strong consideration to this grant proposal and we would be pleased to continue our strong partnership and support of the Governor Lee's Drive to 55 efforts to create more jobs and improve the quality of life of Tennesseans.

Sincerely,

Bert Jolley

A handwritten signature in black ink, appearing to read 'Bert Jolley', with a long horizontal flourish extending to the right.

**Woolbright Auto
Repair**

617 N Church Street
Livingston, TN 38570
(931) 403-5277



September 5, 2019

Governor's Investment in Vocational Education (GIVE)

Tennessee College of Applied Technology-Livingston and Overton County School System

Letter of Support for GIVE grant proposal

GIVE:

This letter supports the Tennessee College of Applied Technology and Overton County School Systems GIVE grant proposal to develop a Diesel Mechanics school in collaboration with Fitzgerald, Cooper's Recycling, and Main Street Diesel. As a diesel repair shop owner, I know there is a need for more qualified diesel mechanics in the Upper Cumberland. It is essential to my business to provide my customers with accurate and timely repairs to their equipment. This program will assist in providing skilled diesel mechanics to perform these repairs resulting in high paying wages and long careers. The proposal displays a strong collaboration between several educational agencies, many local businesses, and economic development organizations that will be successful if funded.

Woolbright Auto Repair believes this new work-based learning program will assist in contributing to the diesel repair industry in the Upper Cumberland. We are proud to assist as a partner for this work-based learning program and allow students to job shadow our seasoned mechanics in the latest diesel repair technology. This industry will continue as diesel use is becoming more efficient and popular. Please give every consideration to funding this program.

Sincerely,

A handwritten signature in cursive script that reads "Tony Woolbright".



Automotive Maintenance & Light Repair

2017-18 Program of Study	Level 1	Level 2	Level 3	Level 4
Automotive Maintenance and Light Repair	Maintenance and Light Repair I (5879)	Maintenance and Light Repair II (5880)	Maintenance and Light Repair III (5881) -or- Dual Enrollment Automotive Maintenance & Light Repair (4128)	Maintenance and Light Repair IV (5882) -or- Dual Enrollment Automotive Maintenance & Light Repair (4128)
				Industry Certification: Automotive Service Excellence Student Certification: Maintenance & Light Repair

Description

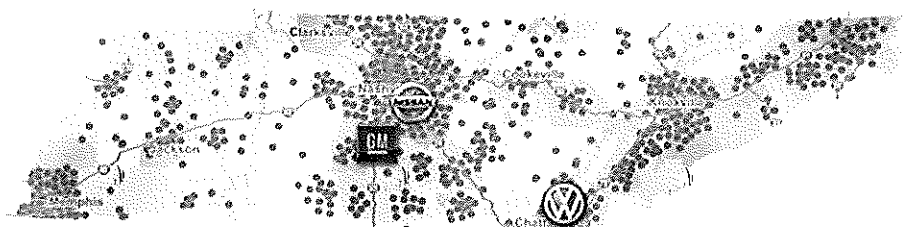
Automotive Maintenance and Light Repair courses prepare students for entry into the automotive service industry with an ASE Student Certification or for entry into another maintenance occupation dealing with automotive technologies. Students service automotive HVAC systems, engine performance systems, automatic and manual transmission and transaxle systems, and practice workplace soft skills. Upon completion of this program of study, students will be equipped with the knowledge and skills to be a successful automotive service technician, have satisfied course requirements to meet the National Automotive Technicians Education Foundation (NATEF) standards, and be prepared to pursue further study at a technology center or other postsecondary institution.

ASE Student Certification may be obtained any time during the third or fourth level course. No work requirements are necessary to sit for the exam. Additionally, students completing the *MLR* program of study through a NATEF-certified program may receive work experience to count toward the requirements for ASE Auto Maintenance and Light Repair Certification (G1). With additional work experience outside the classroom, students could obtain the G1 certification at the completion of the program of study. Students may gain job experience while still in high school through local and CTSO competitions and work-based learning. Dual credit/dual enrollments opportunities may be established with local postsecondary institutions.



Related occupations requiring associates or bachelor's degrees include mechanical and electrical engineers and technicians. The TN Department of Labor and Workforce Development projects 195 annual average openings for mechanical engineers and 35 annual average openings for mechanical engineering technicians. These engineers may find opportunity in the growing automotive manufacturing industry in Tennessee. A recent study by the Brookings Institution found that Tennessee has more than 900 automotive-related manufacturers. In fact, most Tennessee counties have at least one automotive-related manufacturer (80 out of 95).¹² Figure 4 illustrates the widespread presence of automotive manufacturing in Tennessee.

Figure 4. Location of industries and businesses in Tennessee devoted to auto manufacturing or supply. 80 out of 95 counties have at least one automotive business or industry.¹³



Postsecondary Opportunities

Upon completion of this program of study, students will be prepared to enter the workforce or to further their training at postsecondary institutions.¹⁴ The chart below outlines the related career opportunities and the training necessary for each. While a high school diploma is typically the minimum requirement for an automotive service technician, some employers may prefer mechanics with training from a postsecondary institution. Automotive Technology programs are available at technical and community colleges across Tennessee. Long term on-the-job training is essential for an individual to become fully qualified in the occupation.

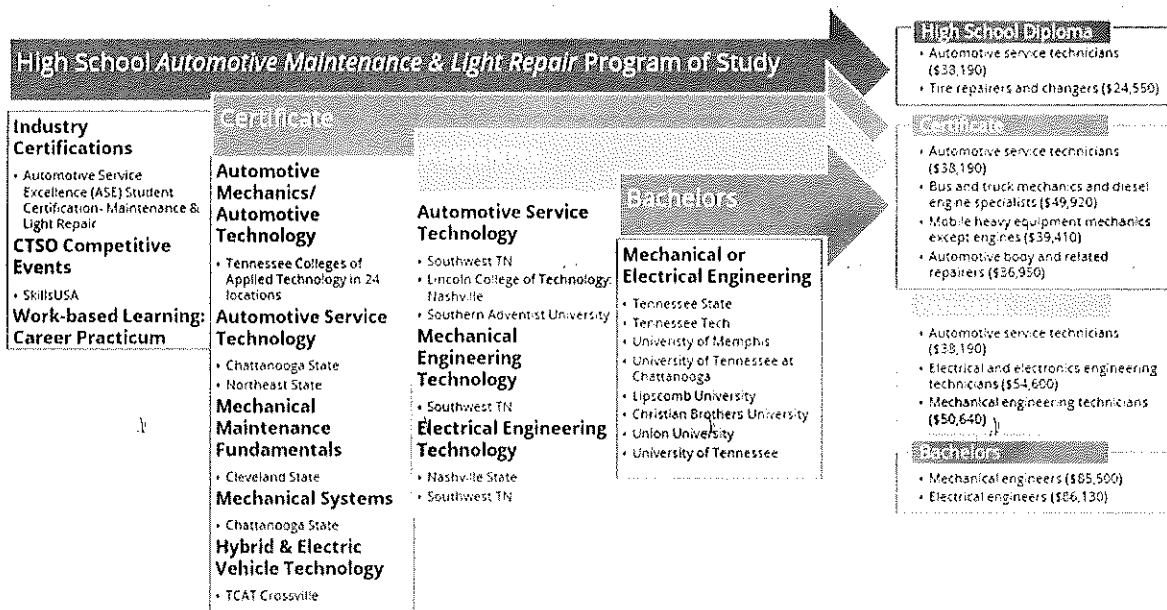
¹² Muro, M., Andes, S., Elkri, K., Ross, M., Lee, J., Ruiz, N., and Marchio, N., (4 Oct. 2013). Drive! Moving Tennessee's Automotive Sector UP the Value Chain. Retrieved from http://www.brookings.edu/research/reports/2013/10/04-tennessee-automotive?mc_cid=edf4e54454&mc_elid=a30e70b6c6.

¹³ Tennessee Department of Economic and Community Development. Retrieved from http://tntoday.utk.edu/2016/01/11/ut-announces-plans-automotive-engineering-concentration/?mc_cid=edf4e54454&mc_elid=a30e70b6c6.

¹⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Automotive Service Technicians and Mechanics, Retrieved from <http://www.bls.gov/ooh/installation-maintenance-and-repair/automotive-service-technicians-and-mechanics.htm>.



Students who are interested in pursuing related study in a four year university may seek bachelor's degrees in mechanical or electrical engineering. In response to the large automotive manufacturing presence in Tennessee, the University of Tennessee at Knoxville has proposed a graduate concentration in Automotive Manufacturing Simulation and Design in Mechanical Engineering.



Current Secondary Landscape

In the 2013-14 School Year, 3,758 students were enrolled in an Automotive Maintenance & Light Repair course. During the 2015-16, the number of students enrolled in Automotive Maintenance & Light Repair courses increased to 8,922.

In the 2014-15 school year, the Automotive Maintenance and Light Repair program of study was offered in 118 schools and in 2016-17 that number grew to 135 and is projected to reach 143 for the 2017-18 school year. The number of students classified as concentrators in Automotive Maintenance & Light Repair swelled from 573 in 2013-14 to 1,441 in the 2015-16 school year. Lastly, 150 students enrolled in Dual Enrollment Automotive Maintenance & Light Repair for 2015-16.



National Institute for
AUTOMOTIVE SERVICE EXCELLENCE

ASE Work Experience Requirements

To become ASE certified, you must pass an ASE test and have relevant hands-on work experience.

You can take most ASE tests even if you do not have the required work experience. You will receive a score report, but you will not earn certification or receive a certificate until you fulfill the related experience requirement.

To document your work experience, please complete both pages of the ASE Work Experience Form. Ask your supervisor or employer to verify the length of your employment, job details, and sign the form. Then sign the form yourself, and mail or fax it to ASE Customer Service at (703) 669-6122. You can download additional copies of this form at www.ase.com/expform.

ASE reserves the right to verify all job history details, and can deny certification to anyone who provides false or misleading work experience information.

ASE recognizes the following types of automotive service industry work experience:

Category	Description	Minimum amount of experience	Required for these Tests
Repair Technician	Hands-on experience maintaining, servicing, and/or repairing light-duty or heavy-duty motor vehicles.	1 year	G1
		2 years	A1-A9, B2-B5, E1-E3, F1, H1-H8, S1-S7, T1-T8, and X1
		3 years	L1, L2, and L3
Service Consultant	Hands-on experience as an automotive service writer/consultant or service manager.	2 years	C1
Parts Specialist	Hands-on experience as a parts counterperson or managing a wholesale or retail parts store or in-house parts department.	2 years	P1, P2, and P4
Collision Damage Estimator	Hands-on experience as an automotive collision damage estimator/adjuster.	2 years	B6

Repair Technicians who have 2 years of experience will also automatically receive credit for the 1 year requirement. Repair Technicians who have 3 or more years of experience will also automatically receive credit for the 1 year and 2 year requirements.

Work experience as a Repair Technician does not satisfy the separate experience requirement for Service Consultant, Parts Specialist, or Collision Damage Estimator.

Formal Education: You can substitute high school, trade school, or community college education for part of the Repair Technician work experience requirement, as shown below. This credit can be combined with additional hands-on work experience if needed to meet the 1, 2, and 3 year Repair Technician requirements.

Formal Education / Training	Credit toward 1 year Repair Technician requirement	Credit toward 2 year Repair Technician requirement	Credit toward 3 year Repair Technician requirement
1) Complete any NATEF-Accredited Program – Auto, M/H Truck or Collision-Refinish, including MLR, AST, MAST and all other current or grandfathered NATEF standards	6 months	1 year	1 year
-or- 2) Complete a NATEF-Accredited OEM-Sponsored Co-op Program	1 year	2 years	2 years
-or- 3) Pass 3 or more different ASE Student Certification Tests	6 months	1 year	1 year
-or- 4) All other training: 2 months of full-time training (or 200 program hours) equals 1 month credit	Up to 6 months	Up to 1 year	Up to 1 year

- These substitutes cannot be combined, and do not apply to the Service Consultant, Parts Specialist, or Collision Damage Estimator work experience categories.
- NATEF (the National Automotive Technicians Education Foundation) evaluates and accredits automotive, truck, and collision training programs based on industry-established standards. To learn more and view the list of NATEF-accredited programs, visit www.natef.org.
- To receive credit in categories 1) and 2) above, you must complete the training program, and it must be NATEF-accredited at the time you complete it.
- Examples of OEM-sponsored co-op programs include GM ASEP, Ford ASSET, Toyota T-TEN, Honda PACT, Chrysler CAP, etc. You must participate in the co-op hands-on work experience portion of the program.
- ASE Student Certification Tests are not the same as the ASE professional certification tests. ASE Student Tests are given in schools twice a year. For information, visit www.asestudentcertification.com.
- For categories 1) and 2), provide a copy of your program completion certificate. For category 3), provide copies of your Student Certification Test certificates. For category 4), provide transcripts that clearly show the hours or weeks of training.

Veterans and Active Military: Attach an AARTS, SMART, or JST transcript, DD Form 2586, DD Form 295, or DD Form 214. Army Wheeled Vehicle Mechanics (MOS 91B) will receive full credit toward the Repair Technician requirement for time spent in that MOS. Other MOS's, such as Aircraft Mechanics, can also be considered for partial or full credit.

Canadian Technicians: A valid provincial automotive trade certificate is acceptable evidence of sufficient work experience to satisfy the Repair Technician 1 year and 2 year requirements. Include a copy of your provincial license with your completed form.

Self-employment: You can receive credit for self-employment when you are the owner/operator of a licensed repair business working in the shop performing diagnosis and repairs. Provide a detailed description of the types of service you provided, how long you were self-employed, and a copy of your business license.

The fine print: ASE reserves the right to evaluate all substitution requests and to grant such credit as may be appropriate. Work experience other than that described above may also be credited toward fulfillment of the experience requirement where, in ASE's judgment, the nature of the experience so warrants.

Questions? Contact ASE Customer Service at 1-800-390-6789 (select option 9), 8 am to 5 pm Eastern time, Monday through Friday, or send an email with your full name, city, state, ASE ID (if known), and daytime telephone number to contactus@ase.com.

**Dual Enrollment Agreement
Between
Volunteer State Community College
and
Overton County Board of Education
For 2019-2020 Academic Year**

This Agreement is, by and between Volunteer State Community College, hereinafter referred to as "VSCC" and Overton County Board of Education, hereinafter referred to as the "Board of Education". The purpose of this agreement is to support the Board of Education's efforts to offer Early Postsecondary Opportunities (EPSO) by providing eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s), as further defined in the "SCOPE OF SERVICES."

OVERVIEW

In accordance with the guidelines set forth by the Tennessee Board of Regents (TBR), the Tennessee Higher Education Commission (THEC), and the procedures established by Volunteer State Community College, we, VSCC, do hereby enter into this Agreement to provide eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s). Such agreement is in accordance with Tennessee Board of Regents Policy 2:03:00:00.

Qualified courses are those listed in the current VSCC catalog which use the course syllabus, including outcomes and requirements, and text and materials approved by the respective VSCC department.

Eligible students must be enrolled as 11th or 12th grade students in a Tennessee public or nonpublic secondary school, or in a home education program.

Students may enroll in a specific course based on the course's specific placement requirements as determined by VSCC. Enrollment must be in dual enrollment courses in the general education core, Tennessee Transfer Pathways leading to a degree, Career and Technical Program of Study leading to an academic award, or middle college or equivalent program.

Students must submit to the Dual Enrollment Office at VSCC:

- A completed application for admission signed by the student;
- Required signatures from student and parent or legal guardian.

Students will be classified initially as non-degree seeking but upon high school graduation or GED completion, the course credit(s) may be applied toward an appropriate college-degree program if regular admissions requirements are met.

High school students enrolled in the dual enrollment program must maintain a cumulative GPA of at least 2.0 in the VSCC course(s) in order to register for subsequent VSCC course(s). Exceptions must be submitted in writing to the VSCC Vice President for Academic Affairs.

All costs associated with enrollment in college courses shall be the responsibility of the student or his/her parent or legal guardian.

Students may be eligible for the Tennessee Lottery Dual Enrollment Grant and may complete an application online through the Tennessee Student Assistance Corporation (TSAC) within the appropriate time frame.

A. RESPONSIBILITIES OF THE PARTIES

A.1 Volunteer State Community College:

- Is responsible for ensuring qualified faculty or adjunct faculty. For general education courses, the requirements would be a Master's degree with eighteen (18) graduate level hours in the teaching area to teach the course. For non-general education courses, other appropriate credentials will be required.
- Will provide a mandatory orientation session on the main campus for all adjunct faculty.
- Reserves the right to schedule an observation of the class by the Dean or the faculty mentor at any time to ensure that VSCC-level outcomes are met.
- Will conduct periodic performance reviews of all faculty, and reserves the right to refuse reappointment of any instructor who does not meet VSCC standards of instruction.
- Will award VSCC credit for each course successfully completed.
- Will adhere to the Board of Education standard operating procedures for the reservation and utilization of school equipment.
- Reserves its right to approve science and computer laboratories and equipment as appropriate and compatible for delivery of a course.
- Will make effort to coordinate course delivery with the needs of the high school.
- Maintains its right to cancel any class with enrollment insufficient to cover expenses.

A.2. The Board of Education designee shall:

- Award high school graduation credit(s) for each college course successfully completed.
- Provide appropriate classroom space and instructional equipment for classes offered on site.
- Pursuant to 0520-1-3-.06(4) (c) 1. of Tennessee Board of Education Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public School (1994), retain the right to observe and supervise instruction, which is conducted in the high school during regular school hours.

A.3. Volunteer State Community College and the Overton County Board of Education shall:

- Designate a duly responsible coordinator to provide oversight of details and distribute general program information and necessary forms to students.
- Jointly determine the course(s) to be offered, subject to VSCC staffing and scheduling limitations. Start and end dates for terms will follow the Tennessee Board of Regents common calendar dates.
- Agree to follow the college/university academic calendar for all courses offered. Any exceptions must be approved by the college/university.
- Provide appropriate information to the Students regarding Dual Enrollment Lottery Grant.
- Provide appropriate information to the student regarding the Dual Enrollment Lottery Grant.

AGREEMENT TERM:

- B.1. Term. This Agreement shall be effective for the period commencing on July 1, 2018 and ending on June 30, 2020.

- B.2. Term Extension. VSCC reserves the right to extend this Agreement for an additional period or periods of time representing increments of no more than one year and a total term of no more than FIVE (5) years, provided that VSCC notifies the Overton County Board of Education, in writing, of its intention to do so at least THIRTY (30) days prior to the Agreement expiration date. An extension of the term of this Agreement will be effected through an amendment to the Agreement. If any extension of the Agreement necessitates additional funding, the increase in the College/University's maximum liability will also be effected through an amendment to the Agreement.

C. FACULTY

- C.1. Instructors for the dual enrollment classes shall will adhere to VSCC policies regarding academic standards and documentation of attendance and grades.
- C.2. In the event the instructor is provided and compensated by VSCC, such compensation will be based upon applicable VSCC policies as to VSCC faculty.
- C.3. In the event the instructor is provided and directly compensated by the Board of Education/High School/School System, such compensation will be based upon applicable Board of Education/High School/School System policies. The College/University shall reimburse the Board of Education/High School/School System based upon the College/University's applicable policies as to adjunct faculty. In no event shall the maximum liability of the College/University for such reimbursement exceed the VSCC adjunct rate of pay. The maximum liability shall not be subject to escalation for any reason unless this Agreement is amended. If any extension of the Agreement necessitates additional funding, the increase in the College/University's maximum liability will also be effected through an amendment to the Agreement.

D. TERMS AND CONDITIONS:

- D.1. Required Approvals. VSCC is not bound by this Agreement until it is approved by the appropriate officials in accordance with applicable Tennessee laws and regulations as shown on the signature page of this Agreement.
- D.2. Modification and Amendment. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.
- D.3. Performance. VSCC reserves the right to replace any instructor for non-performance and/or violation of VSCC policies and guidelines.
- D.4. Termination. Either party may terminate this Agreement with or without cause for any reason. Either party shall provide the other at least ninety (90) days written notice before the effective termination date. Termination shall not be effective until the end of the academic year then in progress.
- D.5. Nondiscrimination. The Overton County Board of Education hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Overton County Board of Education on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Board of Education shall, upon request, show proof of such nondiscrimination and shall post in

conspicuous places, available to all employees and applicants, notices of nondiscrimination.

D.6. State and Federal Compliance. The Board of Education shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) and Institution policies and guidelines in the performance of this Contract. The Board of Education/High School/School System agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose. The personally identifiable information may not be disclosed or re-disclosed by either Party to any but the other Party without prior written consent of the student or as otherwise permitted by the Agreement.

D.7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.

D.8. Severability. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.

D.9. Communications and Contacts.

Volunteer State Community College
Dr. Jerry Faulkner, President
1480 Nashville Pike Gallatin TN 37066
615-230-3500 (PHONE)
615-230-3574 (FAX)

Overton County Board of Education
Dr. Mark Winningham, Director of Schools
302 Zachary Street
Livingston, TN 38670
931-823-1287 (PHONE)
931-823-4673 (FAX)

D.10. Relationship of the Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

D.11. Liability. Volunteer State Community College is a public institution of higher education and a member of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. As a state entity, its liability arising from performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under T. C. A. §§ 9-8-101 through 9-8-407. The Overton County Board of Education is a political subdivision of the state and, as such its liability for injuries which may result from its performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq.

Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

IN WITNESS WHEREOF:

OVERTON COUNTY BOARD OF EDUCATION:

Dr. Mark L. W. [Signature] Secretary 6-8-18
NAME AND TITLE Date

VOLUNTEER STATE COMMUNITY COLLEGE:

[Signature] President 3/20/19
NAME AND TITLE Date

GIVE Memorandum of Understanding

Memorandum of Understanding

Between

Tennessee College of Applied Technology Livingston
and
Overton County School System
Livingston Academy

This Memorandum of Understanding (MOU) sets for the terms and understanding between Tennessee College of Applied Technology Livingston, the Overton County School System, and Livingston Academy to establish the terms and conditions under which the Governor's Investment in Vocational Education (GIVE) grant program will function.

Purpose

This MOU will provide an understanding of the roles and responsibilities of each partner and how their efforts will develop long term partnerships.

The partnership outlined in this memorandum will support efforts to develop an employer-driven career path that can be obtained through higher education programs. This partnership provides high school students the opportunity to earn both TCAT (clock hours) and high school graduation credits simultaneously upon successful completion of qualified course(s).

The qualified program/courses are: Diesel Technology – Training a new Workforce for Overton County

Instructors for the dual enrollment classes shall be subject to the approval of all partners and will adhere to the College policies regarding academic standards and documentation of attendance and grades.

Reporting

The lead agency, TCAT Livingston, Program Director and GIVE advisory board will evaluate effectiveness and adherence to the agreement. The advisory board will meet twice per year, or more often if needed, to relay progress or issues related to program implementation.

In accordance with the guidelines set forth by the Tennessee Board of Regents (TBR), the Tennessee Higher Education Commission (THEC), and the procedures established by TCAT Livingston reserves the right to schedule an observation of the class by the Program Director at any time to ensure that college-level outcomes are met.

Duration

This MOU shall become effective beginning with the execution of the GIVE grant contract and will remain in effect for a period of no less than 30 months. The MOU may be modified or extended by mutual consent of the partners. In the absence of mutual agreement by the authorized officials from TCAT Livingston, Overton County School System, and Livingston Academy an individual partner can terminate their participation by giving a written notice of intent to terminate.

Duties of each partner

This section will describe the responsibilities as agreed upon for each partner.

Responsibilities of TCAT Livingston:

- Serve as the lead entity of the grant;
- Coordinate all grant activities;
- Provide program instructor;
- Manage partner participation;
- Complete any reports necessary to administer the grant;
- Monitor and audit partnership contracts;
- Other responsibilities to support grant activity.

Responsibilities of Overton County School System and Livingston Academy:

- Recruit and refer students to the program;
- Communicate with partners on program development and progress;
- Develop industry partnerships within the community;
- Provide appropriate classroom space and instructional equipment;
- Supply instructional facility

Contact Information

Tennessee College of Applied Technology - Livingston
Cynthia Mann
Program Director
740 Hi Tech Drive
Livingston, TN 38570
(931) 823-5525

Overton County School System
Mark Winningham
Director of Schools
302 Zachery Street
Livingston, TN 38570
(931) 823-1287
Mwinningham2@overtoncountyschools.net
Livingston Academy

Teresa Johnson
CTE Director
302 Zachery Street
Livingston, TN 38570
(931) 823-1287
Tjohnson4@overtoncountyschools.net

The parties to this MOU through their authorized representatives confirm their acceptance on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU.

Signature: Gynthia Mann Date: 9-3-19
Program Director
TCAT Livingston

Signature: D. Mahesh W. Johnson Date: 9-3-19
Director of Schools
Overton County School System

Signature: Teresa W. Johnson Date: 9/3/19
CTE Director
Livingston Academy



1 William L. Jones Drive
Cookeville, TN 38505
(931) 372-3101

August 28, 2019

Tennessee College of Applied Technology(TCAT)/Overton County School System (OCS) Diesel
Maintenance Program
Governor's Investment in Vocational Education (GIVE)

GIVE:

Tennessee Technological University STEM Center is writing in support of our collaborative partners for the GIVE grant opportunity for then Upper Cumberland region. As a secondary school that provides certificates, and 2-year and 4-year programs, TTU, the Highlands Economic Partnership, Tennessee College of Applied Technology, and Overton County Schools are excited about our institutions providing a training and educational program to impact our regional workforce in the growing diesel maintenance industry.

The STEM Center at TTU has been engaged with the partners on this grant proposal since the GIVE grant was announced and, if funded, we commit to future involvement to make this program a success for the Upper Cumberland region. We are eager for students to visit our campus to gain understanding of future educational opportunities and program such as *TN Promise* and *TN Reconnect*. We are committed to offering career options beyond high school and technical training for a bachelor degree in the fields of engineering.

We believe the collaboration with TCAT, OCS, Fitzgerald Collision and Repair, Cooper's Recycling, Main Street Diesel, and many other local and regional government agencies will have a positive outcome resulting in a sustainable work experience for secondary and post-secondary students in the Upper Cumberland region over the projected 30-month period and beyond. This work-based program will be economically prosperous for the Upper Cumberland by providing high-paying jobs with long careers. We are encouraged that our strong partnerships will continue to grow in support of Governor Lee's *Drive to 55* efforts to create more jobs in Tennessee. Please give every consideration to funding this grant for the Upper Cumberland region.

Sincerely,

A handwritten signature in black ink, appearing to read "Darek Potter".

Darek Potter
STEM Center, Tennessee Technological University



302 Zachary Street
Livingston, TN 38570
(931) 823-1287

Dr. Mark Winningham
Director of Overton County Schools
mwinningham2@overtoncountyschools.net
Teresa Johnson
C.T.E. Director of Overton County Schools
tjohnson4@k12tn.net

August 28, 2019

Governor's Investment in Vocational Education (GIVE)

Ref: Tennessee College of Applied Technology-Livingston/Overton County School System
Diesel Maintenance Program

GIVE:

Overton County School District, Career and Technical Education office is writing in support of the Tennessee College of Applied Technology-Livingston's grant application for the expanded **Diesel Maintenance Pathway** from our secondary schools through certification, 2-year, and 4-year post-secondary programs. Our school district is eager to be a pivotal partner to expand our dual enrollment program at Livingston Academy. This program will help students take advantage of scholarships such as **TN Promise** and **TN Reconnect**. Overton County Schools has a desire to expand our efforts to inform students at an early age about careers in maintenance/engineering and recruitment candidates to the Diesel Maintenance program. We have been engaged with the partners concerning this grant application since the GIVE grant was announced and have confidence the collaboration will result in a positive work-based experience for many students over the projected 30-month projected period and beyond.

Efforts such as this grant opportunity will contribute to the overall educational success of the Upper Cumberland region. The partnership between Overton County Schools, Tennessee College of Applied Technology-Livingston, Fitzgerald Collision and Repair, Cooper's Recycling L.L.C., Main Street Diesel, and numerous local/regional government agencies is a strong alliance and will provide meaningful and sustainable work experience for students if funded. In the event the building lease agreement with Cooper's Recycling L.L.C. is ever dissolved, Overton County Schools has secured a secondary location at our bus garage to sustain the program. This program will also have a positive economic impact by filling a skills gap being experienced in the Upper Cumberland region due to lack of qualified diesel mechanics.

We hope you will give strong consideration to this GIVE grant proposal and we are encouraged we will be able to continue our partnership and support Governor Lee's **Drive to 55** initiatives.

Sincerely,

Dr. Mark Winningham
Director of Overton County Schools

Teresa Johnson
Career and Technical Education Director

Appendix E: Partnership MOU and Letter of Support

MEMORANDUM OF UNDERSTANDING:

Strategic Partnership Agreement

This Memorandum of Understanding (MOU) dated 09/03/2019 is made between:

Livingston Academy of Overton County Schools

Bradford Hicks Dr., Livingston, TN 38570

and

Cooper's Recycling LLC

397 Celina Hwy, Livingston, TN 38570

LIVINGSTON ACADEMY AND COOPER'S RECYCLING LLC

WORK-BASED LEARNING AND JOB SHADOWING AGREEMENT

This agreement entered into by and between Cooper's Recycling LLC and Livingston Academy.

WHEREAS, Cooper's Recycling LLC operates as a recycling center with their own diesel maintenance and repair work in Livingston, TN with facilities available for education by job shadowing, work-based learning, and/or internship in the transportation, distribution and logistics fields;

WHEREAS, both parties benefit from an agreement regarding use of the Cooper's Recycling LLC facilities for education through the opportunities mentioned above,

NOW THEREFORE, in consideration of the foregoing, it is agreed as follows:

- I. **Working Relationship.** Livingston Academy will provide to Cooper's Recycling LLC any required student-specific information sheet as required for compliance with this job shadowing, work-based learning, and/or internship.

Livingston Academy shall notify any transportation, distribution and logistics student of his or her obligation to sign an indemnification agreement to indemnify and save Cooper's Recycling from any liability or damage the facility may suffer as a result of claims, demands, or costs or judgement against it arising out of operation of this agreement.

- II. **Facilities.** Cooper's Recycling LLC will provide its facilities to Livingston Academy for the education through job shadowing, work-based learning, and/or internship of students from Livingston Academy regarding preparation for a diesel mechanics career. The lease of \$1 per year is to be paid in full by OCS beginning in January

2020 until further notice for the use of the facility located on Celina Hwy in conjunction with the GIVE Grant to house the equipment, supplies, teacher, and students for the length of program of study. It is understood that personal costs of transportation will be the sole responsibility of Livingston Academy. Cooper's Recycling will follow internal protocol in case of injury to students during the program of study duration. Cost of any such care will be the sole responsibility of the student and/or parent or guardian(s).

- III. **Insurance.** Program of study students are not employees of Cooper's Recycling so they will not be covered by any worker's compensation insurance or other liability insurance. Students of this program participating in the job shadowing, work-based learning, and/or internship will sign a release of liability and agreement to hold harmless for the benefit of Cooper's Recycling.
- IV. **Governance.** The laws of the State of Tennessee and rules and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this agreement.
- V. **Amendments to Agreement.** All items of this memorandum of understanding shall remain in effect throughout its term unless the parties mutually agree, in a written amendment sign by both parties and attached to this agreement to amend or delete any provision.

This job shadowing, work-based learning, and/or internship agreement is entered into by and between the parties this 9 day of Sept., 2019.

Cooper's Recycling LLC

By: W. D. Cooper

Title: Chief Manager

964 Airport Rd.
Livingston, TN 38570

Celina Hwy
Livingston, TN 38570

Livingston Academy

By: Richard Melton

Title: Principal

Bradford Hicks Drive
Livingston, TN 38570

Overton County Board of
Education

By: D. Math. White

Title: DIRECTOR OF SCHOOLS

**MEMORANDUM OF UNDERSTANDING:
Strategic Partnership Agreement**

This Memorandum of Understanding (MOU) dated 8 / 21 / 21 is made between:

Livingston Academy of Overton County Schools

Bradford Hicks Dr., Livingston, TN 38570

and

Main Street Diesel

903 E. Main Street, Livingston, TN 38570

LIVINGSTON ACADEMY AND MAIN STREET DIESEL

WORK-BASED LEARNING AND JOB SHADOWING AGREEMENT

This agreement entered into by and between Main Street Diesel and Livingston Academy.

WHEREAS, Main Street Diesel operates in automotive manufacturing with their own maintenance and repair work in Livingston, TN with facilities available for education by job shadowing, work-based learning, and/or internship in the transportation, distribution and logistics fields;

WHEREAS, both parties benefit from an agreement regarding use of the Main Street Diesel facilities for education through the opportunities mentioned above,

NOW THEREFORE, in consideration of the foregoing, it is agreed as follows.

- I. **Working Relationship.** Livingston Academy will provide to Main Street Diesel any required student-specific information sheet as required for compliance with this job shadowing, work-based learning, and/or internship.

Livingston Academy shall notify any diesel mechanic of transportation, distribution and logistics program of his or her obligation to sign an indemnification agreement to indemnify and save Main Street Diesel from any liability or damage the facility may suffer as a result of claims, demands, or costs or judgement against it arising out of operation of this agreement.

- II. **Facilities.** Main Street Diesel will provide its facilities to Livingston Academy for the education through job shadowing, work-based learning, and/or internship of students from Livingston Academy regarding preparation for a diesel mechanics career. Main Street Diesel will follow internal protocol in case of injury to students during the program of study. Cost of any such care will be the sole responsibility of the student and/or parent or guardian(s).

- III. **Insurance.** Program of study students are not employees of Main Street Diesel so they will not be covered by any worker's compensation insurance or other liability insurance. Students of this program participating in the job shadowing, work-based learning, and/or internship will sign a release of liability and agreement to hold harmless for the benefit of Mains Street Diesel.
- IV. **Governance.** The laws of the State of Tennessee and rules and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this agreement.
- V. **Amendments to Agreement.** All items of this memorandum of understanding shall remain in effect throughout its term unless the parties mutually agree, in a written amendment sign by both parties and attached to this agreement to amend or delete any provision.

This job shadowing, work-based learning, and/or internship agreement is entered into by and between the parties this 21 day of Aug, 2019.

Main Street Diesel

By: Bert Kelly

Title: owner

903 E. Main Street
Livingston, TN 38570

Livingston Academy

By: Richard Melton

Title: Principal

Bradford Hicks Drive
Livingston, TN 38570

MEMORANDUM OF UNDERSTANDING:

Strategic Partnership Agreement

This Memorandum of Understanding (MOU) dated 9/5/19 is made between:

Livingston Academy of Overton County Schools

Bradford Hicks Dr., Livingston, TN 38570

and

Woolbright Auto Repair

617 N Church Street, Livingston, TN 38570

**LIVINGSTON ACADEMY AND WOOLBRIGHT AUTO REPAIR
WORK-BASED LEARNING AND JOB SHADOWING AGREEMENT**

This agreement entered into by and between Woolbright Auto Repair and Livingston Academy.

WHEREAS, Woolbright Auto Repair operates as an automotive repair facility with their own diesel maintenance and repair work in Livingston, TN with facilities available for education by job shadowing, work-based learning, and/or internship in the transportation, distribution and logistics fields;

WHEREAS, both parties benefit from an agreement regarding use of Woolbright Auto Repair facilities for education through the opportunities mentioned above,

NOW THEREFORE, in consideration of the foregoing, it is agreed as follows.

- I. **Working Relationship.** Livingston Academy will provide to Woolbright Auto Repair any required student-specific information sheet as required for compliance with this job shadowing, work-based learning, and/or internship.

Livingston Academy shall notify any transportation, distribution and logistics student of his or her obligation to sign an indemnification agreement to indemnify and save Woolbright Auto Repair from any liability or damage the facility may suffer as a result of claims, demands, or costs or judgement against it arising out of operation of this agreement.

- II. **Facilities.** Woolbright Auto Repair will provide its facilities to Livingston Academy for the education through job shadowing, work-based learning, and/or internship of students from Livingston Academy regarding preparation for a diesel mechanics career. It is understood that personal costs of transportation will be the sole responsibility of Livingston Academy. Woolbright Auto Repair will follow internal protocol in case of injury to students during the program of study duration. Cost of

any such care will be the sole responsibility of the student and/or parent or guardian(s).

- III. **Insurance.** Program of study students are not employees of Woolbright Auto Repair so they will not be covered by any worker's compensation insurance or other liability insurance. Students of this program participating in the job shadowing, work-based learning, and/or internship will sign a release of liability and agreement to hold harmless for the benefit of Woolbright Auto Repair.
- IV. **Governance.** The laws of the State of Tennessee and rules and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this agreement.
- V. **Amendments to Agreement.** All items of this memorandum of understanding shall remain in effect throughout its term unless the parties mutually agree, in a written amendment sign by both parties and attached to this agreement to amend or delete any provision.

This job shadowing, work-based learning, and/or internship agreement is entered into by and between the parties this 5th day of Aug., 2019.

Woolbright Auto Repair

By: [Signature]

Title: OWNER

617 N Church Street
Livingston, TN 38570

Livingston Academy

By: [Signature]

Title: Principal - LA

Bradford Hicks Drive
Livingston, TN 38570



310 Oak Hill Road
Rickman, TN 38580
(931) 450-4450

Date: August 21, 2019

Ref: Tennessee College of Applied Technology (TCAT)/Overton County School System Diesel Technology Program

Governor's Investment in Vocational Education (GIVE):

Fitzgerald Collision and Repair would like to express their full endorsement for the TCAT/Overton County Schools Diesel Technology Program. Fitzgerald Collision and Repair is currently working cooperatively with TCAT on a comparable program of study dealing with diesel technology. The partnership has been very successful and beneficial to the Upper Cumberland area. The program has been very prosperous for many students completing the program. Students completing the program are able to acquire high paying jobs and fill a local workforce need. The only adverse circumstance with the program is the shortage of available spots for students to gain entrance into the program. This new program's intent is to expand the program to more students and fill the need for more diesel mechanics in the Upper Cumberland. Fitzgerald Collision and Repair fully supports this perspective.

Our company has been working with TCAT/Overton County Schools on the development of the new Diesel Mechanics Technology/Technician dual enrollment program. This community partnership has been engaged in conversation since the GIVE grant was announced. We copiously believe this collaboration will have a positive outcome resulting in sustainable work experience for secondary and post-secondary students in the Upper Cumberland region over the projected 30-month project period.

We pledge a continuance of our community partnership and are determined to create a strong base for students to gain employment with long term careers in diesel technology. We are confident the reviewers of this GIVE grant will give every consideration to this proposed program. We are encouraged that our strong partnership will continue to grow in support of Governor Lee's Drive to 55 efforts to create more jobs in Tennessee.

Sincerely,

GIVE Memorandum of Understanding

Memorandum of Understanding

Between

Tennessee College of Applied Technology Livingston
Overton County Schools
and
Upper Cumberland Local Workforce Development

This Memorandum of Understanding (MOU) sets for the terms and understanding between Tennessee College of Applied Technology Livingston, Overton County Schools, and Upper Cumberland Local Workforce Development to establish the terms and conditions under which the Governor's Investment in Vocational Education (GIVE) grant program will function.

Purpose

This MOU will provide an understanding of the roles and responsibilities of each partner and how their efforts will develop long term partnerships.

The partnership outlined in this memorandum will support efforts to develop an employer-driven career path that can be obtained through higher education programs.

Reporting

The TCAT Livingston Program Director and GIVE advisory board will evaluate effectiveness and adherence to the agreement. The advisory board will meet twice per year, or more often if needed, to relay progress or issues related to program implementation. During this time, TCAT Livingston, Overton County School System, and our industry and community partners will have the opportunity to share data necessary to evaluate the success of the program. Program requirements will be continuously adjusted accordingly.

Duration

This MOU shall become effective beginning with the execution of the GIVE grant contract and will remain in effect for a period of no less than 30 months. The MOU may be modified or extended by mutual consent of the partners. In the absence of mutual agreement by the authorized officials from TCAT Livingston, the Overton County School system, and the Upper Cumberland Local Workforce Development an individual partner can terminate their participation by giving a written notice of intent to terminate.

Duties of each partner

This section will describe the responsibilities as agreed upon for each partner.

Responsibilities of TCAT Livingston:

- Serve as the lead entity of the grant;

- Coordinate all grant activities;
- Manage partner participation;
- Complete any reports necessary to administer the grant;
- Monitor and audit partnership contracts;
- Other responsibilities to support grant activity.

Responsibilities of Upper Cumberland Local Workforce Development:

- Create workforce partnerships with local industries requiring high demand skills;
- Match current job openings with program skills development;
- Communicate with partners on program development and progress;
- Provide students with career advancement opportunities training;
- Documentation of student and workforce relationship successes.

Responsibilities of Overton County School System and Livingston Academy:

- Recruit and refer students to the program;
- Communicate with partners on program development and progress;
- Develop industry partnerships within the community;
- Provide appropriate classroom space and instructional equipment;
- Supply instructional facility.

Contact Information

Tennessee College of Applied Technology Livingston
740 Hi Tech Drive
Livingston, TN 38570
(931) 823-5525

Upper Cumberland Local Workforce Development
580 South Jefferson Avenue
Cookeville, TN 38501
(931) 520-6020

The parties to this MOU through their authorized representatives confirm their acceptance on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU.

Signature: *Agustin Man* Date: 9-5-19
Program Director
TCAT Livingston

Signature: *Becky Hull* Date: 9/5/19
Representative
Upper Cumberland Local Workforce Development

Signature: *Dr. Mark W. White* Date: 9-3-19
Representative
Overton County Schools

GIVE Memorandum of Understanding

Memorandum of Understanding

Between

Tennessee College of Applied Technology Livingston
Overton County Schools
and

Highlands Economic Partnership - Workforce and Education -- Pathways

This Memorandum of Understanding (MOU) sets for the terms and understanding between Tennessee College of Applied Technology Livingston, Overton County Schools, and Highlands Economic Partnership - Workforce and Education -- Pathways to establish the terms and conditions under which the Governor's Investment in Vocational Education (GIVE) grant program will function.

Purpose

This MOU will provide an understanding of the roles and responsibilities of each partner and how their efforts will develop long term partnerships.

The partnership outlined in this memorandum will support efforts to develop an employer-driven career path that can be obtained through higher education programs.

Reporting

The TCAT Livingston Program Director and GIVE advisory board will evaluate effectiveness and adherence to the agreement. The advisory board will meet twice per year, or more often if needed, to relay progress or issues related to program implementation. During this time, TCAT Livingston, Overton County School System, and our industry and community partners will have the opportunity to share data necessary to evaluate the success of the program. Program requirements will be continuously adjusted accordingly.

Duration

This MOU shall become effective beginning with the execution of the GIVE grant contract and will remain in effect for a period of no less than 30 months. The MOU may be modified or extended by mutual consent of the partners. In the absence of mutual agreement by the authorized officials from TCAT Livingston, the Overton County School system, and the Highlands Economic Partnership - Workforce and Education -- Pathways an individual partner can terminate their participation by giving a written notice of intent to terminate.

Duties of each partner

This section will describe the responsibilities as agreed upon for each partner.

Responsibilities of TCAT Livingston:

- Serve as the lead entity of the grant;
- Coordinate all grant activities;

- Manage partner participation;
- Complete any reports necessary to administer the grant;
- Monitor and audit partnership contracts;
- Other responsibilities to support grant activity.

Responsibilities of Highlands Economic Partnership - Workforce and Education -- Pathways:

- Create workforce partnerships with local industries requiring high demand skills;
- Match current job openings with program skills development;
- Communicate with partners on program development and progress;
- Provide students with career advancement opportunities training;
- Documentation of student and workforce relationship successes.

Responsibilities of Overton County School System and Livingston Academy:

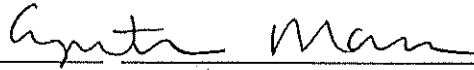
- Recruit and refer students to the program;
- Communicate with partners on program development and progress;
- Develop industry partnerships within the community;
- Provide appropriate classroom space and instructional equipment;
- Supply instructional facility;


Contact Information

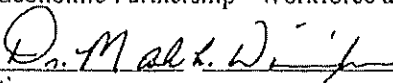
Tennessee College of Applied Technology Livingston
 Program Director
 740 Hi Tech Drive
 Livingston, TN 38570
 (931) 823-5525

Highlands Economic Partnership - Workforce and Education -- Pathways
 1 West First Street
 Cookeville, TN 38501
 (931) 526-2211

The parties to this MOU through their authorized representatives confirm their acceptance on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU.

Signature:  Date: 9-5-19
 Program Director
 TCAT Livingston

Signature:  Date: 9-4-19
 Representative
 Highlands Economic Partnership - Workforce and Education -- Pathways

Signature:  Date: 9-3-19
 Representative
 Overton County Schools

Appendix F: Highlands Partnership

The Highlands Workforce and Education Committee was formed as a collaboration in 2009 with Jackson, Overton, Putnam and White Counties with Clay and Warren Counties added in 2015. The collaboration began by engaging employers, economic developers, workforce development personnel, school district and higher educator leadership, and community leaders to address the challenge of the preparedness of the workforce. The committee, based on a drop out study and a labor market study, identified goals and objectives based on recommendations from the studies and began addressing the challenge of having a workforce trained and ready for job opportunities in the region. The early work of the committee led to launching Pathways to Prosperity in partnership with the TN Department of Education, Jobs for the Future and the Harvard Graduate School of Education. Pathways to Prosperity propelled the Committee's work in a more impactful way with the introduction of selected Pathways based on labor market data and employer surveys. The collective work, led by the Highlands Economic Partnership in the role of intermediary, has proven to be the most successful region in the state initiating and sustaining the Pathways Initiative. The Highlands counties have been successful in establishing, implementing, maintaining and growing the Pathways model.

The original pathways chosen were Health Science and Advanced Manufacturing based on labor market and employer survey data. Information Technology and Education were added in 2018 due to increased demand from employers and shortages in available workforce. Each pathway has a sub-committee dedicated to development of the pathway and meets regularly to carry out work needed to enhance and expand each pathway. These committees are comprised of employers, educators, and community partners. The Pathways work began with mapping the jobs available by employer; linking the jobs to required training; developing a database of education providers for necessary training; laying out a clear path for moving from one job to another; listing the soft skills needed for employment; and linking or changing Programs of Study to meet employer needs. New sub-committees are established as new pathways needs emerge or new industries are targeted. For example, a new pathway in Education was identified in 2018 as a result of

information shared by Directors of Schools. A new sub-committee formed and expanded to include a total of 6 school districts in 2019. One of the culminating activities of the first year of the pathway was an education documentary directed and filmed by our local PBS station (WCTE-Channel 22) and aired for the entire region. The film featured students, teachers, administrators and others and focused on the need for teachers, the barriers students face when they desire to become teachers, and the reasons that teaching is a viable profession in the Upper Cumberland.

Among the other initiatives that were launched and sustained through the Workforce Development and Education partnership are:

Academic/Career Coach Positions: Each school system employed at least one Academic/Career Coach paid through a grant administered by the Highlands Staff. The coaches work with teachers, counselors, students, parents, and community business leaders to help students learn more about the opportunities in the career paths selected by each county. Paths included Advanced Manufacturing, Health Science, IT, and, later, Education. Academic/Career Coaches work independently and as a group to help area schools include more workforce development activities, more regional employment opportunity data, more skills related to employability, improve career counseling, assist students in determining the best fit for them when choosing a career path, help facilitate partnership between education and the business community in each county, and other activities as new needs emerge.

8th grade career fair: Annually, 8th grade students from six counties travel to the campus of Tennessee Tech University to learn about careers in various industry sectors with special emphasis on the chosen pathways. Students interact with employers and learn about the various job opportunities, skills, education attainment level required, and salary potential. Students spend ½ day at the fair, which features speakers and booths from approximately 50 businesses. The goal is to help students become aware of the various job opportunities in the area and enable students to choose a Program of Study and courses prior to entering high school that will help them with their chosen career path.

Family/Parent Engagement Program: This is a unique program that has been recognized throughout the state, the region, and the country for its method of reaching parents. Through cooperation with area employers, the

family engagement coordinators go to the parents' workplace during lunch or between shifts and present information to assist parents and guardians with their school age children. A survey at each work site determines the topics to be covered and may include sessions on bullying, social media, risky behaviors, drug usage, self-esteem, teen trends, peer pressure and more. Parents have been very receptive and feedback has been hugely positive. Employers are asking to be included in the program every month. The original goal of the program was to address the drop-out rate by helping parents recognize warning signs putting children at risk. It has evolved into a program that fosters greater employee loyalty to their company while addressing challenges students encounter.

Paid Student Internship Program: The program, offered to Putnam and Jackson County seniors, began in 2018 thanks to the generous support of a local businessman. Participating employers were required to fund 25% of the student's salary in the program's first year and 50% in future years. Students earn \$10 an hour and can work up to 20 hours a week. The businessman, the school districts and the Highlands staff enabled this program to grow until it nearly doubled two years. The Highlands administers the program and works closely with schools and employers.

Teacher Externships: The program began as another method of expanding student awareness and the connection of each subject/content area to the world of work. Having participating teachers in all content areas learning about the various industries and writing new lesson plans aligned with key learnings from the externship has been an important step in the preparedness of the future workforce.

Clay, Jackson, Overton, Putnam, Warren and White County School districts had approximately 100 high school teachers combined participating in a two-day externship in Advanced Manufacturing the first year. The second year, an equal number of teachers participated in a Health Sciences externships. Teachers were trained prior to the program, spent two days in the selected workplace, and then used the information gained to develop lesson plan for their classroom and plans to use the information to assist students in choosing classes, Programs of Study, postsecondary options, and career goals.

Counselor Summit: Each year, this event for middle and high school counselors, principals, and Directors of Schools is developed by the

Highlands staff. The Summit enables participants to learn about business initiatives in the area, opportunities for their students, future plans for the region, and other selected topics.

Interview Bootcamp with Job Fair: High School seniors participate in a five hour interview preparedness program taught by Academic Career Coaches. The Course prepares students for actual interviews with area employers. Prior to the Job Fair, students spend time learning the basics of the interview process, how to identify what is important to employers, resume writing, soft skills associated with the interview, and how to conduct themselves and “sell” themselves in an interview situation. Several students have gained employment from this process and others have gained skills they have used in college interviews, program selection interviews, and job interviews.

Appendix G WBL Data

WBL Data by Subgroup

104 total WBL Students

3 SWD students excluding gifted 2.8%

71 Females 68%

32 Males 31%

10 ED 9.6%

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WBL Data by Subgroup

Student Last Name	Student First Name	Sex	Fed Rac	SpecEd	CY Cour
BILBREY	ALESHA	F	---5	N	88881
BROWN	MEGAN	F	---5	N	88881
BULL	BRIAN	M	---5	N	88881
CANTRELL	ALLIE	F	---5	N	88881
CANTRELL	DYLAN	M	---5	N	88881
COPELAND	SYDNIE	F	---5	N	88881
CRABTREE	CIARA	F	---5	Y	88881
DELA CRUZ	DARIAN	M	-2--5	N	88881
DODSON	HARLEY	F	---5	Y	88881
EDWARDS	JAYDA	F	---5	N	88881
FEASTER	ORION	M	---5	N	88881
FERRELL	ABBYGAIL	F	---5	N	88881
GEESLING	WILLIAM	M	---5	N	88881
GREENWOOD	SETH	M	---5	Y	88881
HALL	JONAH	M	---5	N	88881
HARGIS	EMILY	F	---5	N	88881
HASTINGS	TAYLOR	F	---5	N	88881
HICKS	ASHTON	F	---5	N	88881
HILL	HARTLEE	F	---5	N	88881
HOGUE	HARLY	M	---5	N	88881
HOWARD	RYAN	M	---5	N	88881
JOHNSON	BRODY	M	---5	N	88881
JOHNSON	CLAYTON	M	---5	Y	88881
KIRK	CLINTON	M	---5	N	88881
KRUGER	KAYDEN	F	---5	N	88881
LAW	OLIVIA	F	---5	N	88881
LEDBETTER	DAWSON	M	---5	N	88881
MASSIE	SHANIA	F	---5	N	88881
MELTON	SARAH	F	---5	N	88881
MELTON	SHELBY	F	---5	N	88881
NICHOLS	TAYLOR	F	---5	N	88881
NIMMO	AUTUMN	F	---5	Y	88881
PENNYCUFF	BAILEY	M	---5	N	88881
PHILLIPS	JACYE	F	---5	N	88881
RAINES	KATELYN	F	---5	N	88881
RAY	DAKOTA	M	---5	Y	88881
REAGAN	BRYLEE	F	---5	N	88881
ROGERS	AMY	F	---5	N	88881
SAVAGE	JACQUELINE	F	---5	N	88881
SEVIER	HALLIE	F	---5	N	88881
SHIPLEY	GRACE	F	---5	N	88881
SIMS	MAKYNLEE	F	---5	N	88881

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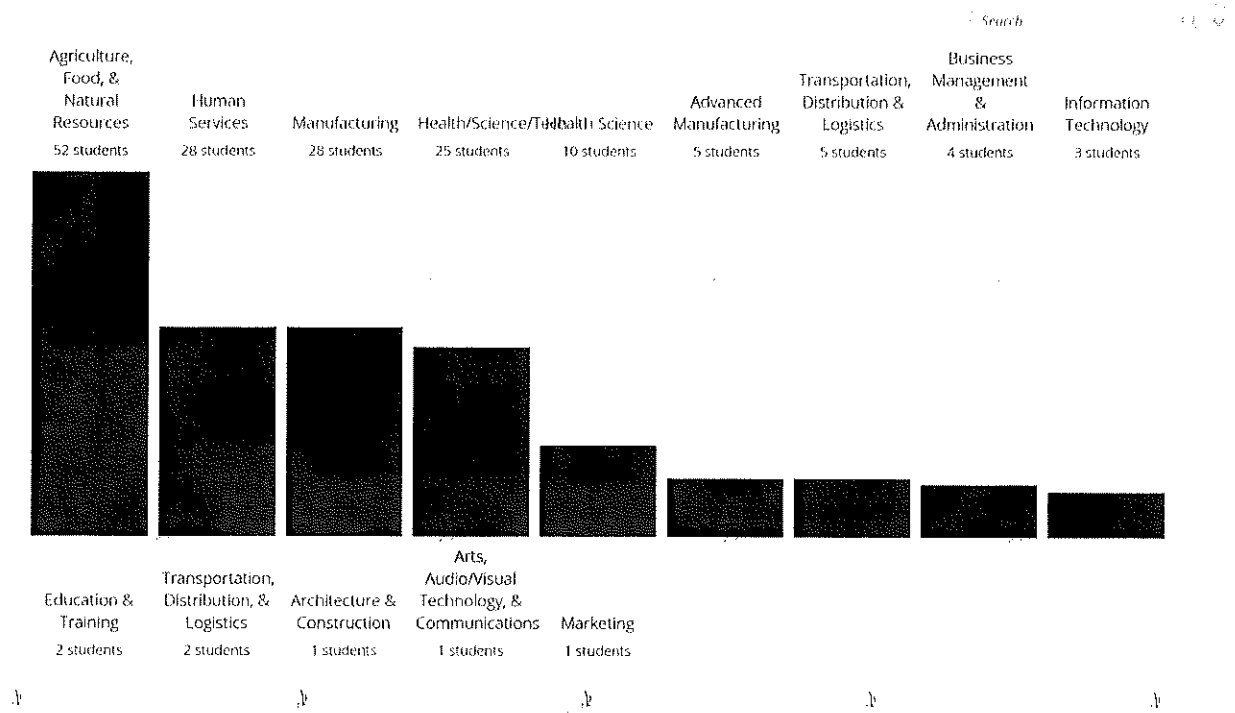
WBL Data by Subgroup

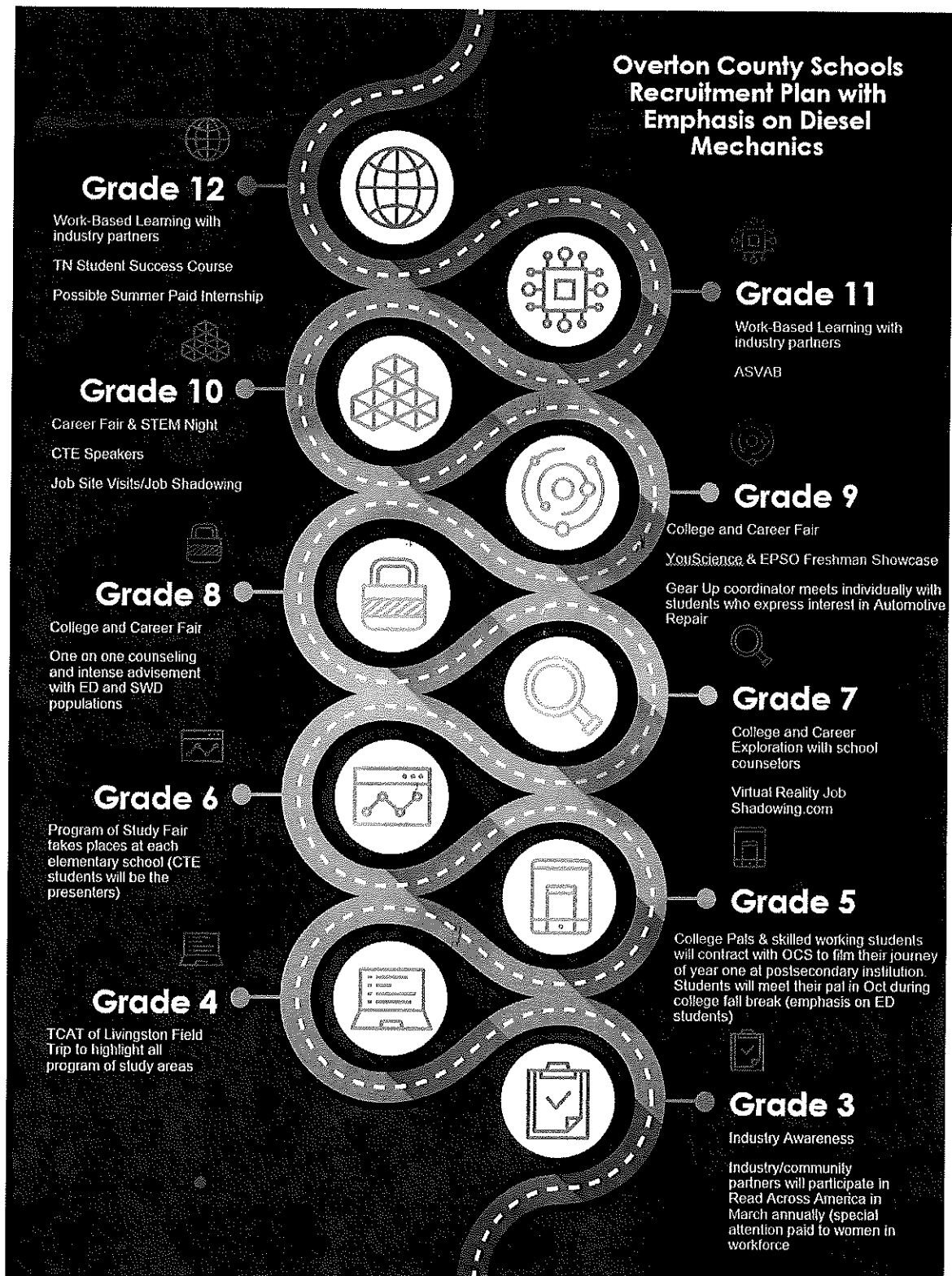
SMITH	JESSICA	F	----	5	N	88881
STORIE	CIERRA	F	----	5	N	88881
TALENT	BAILEY	F	----	5	N	88881
WALKER	JEFFERY	M	----	5	N	88881
WEBB	KOLIN	M	----	5	N	88881
WILSON	ETHAN	M	----	5	N	88881
ALLRED	MACI	F	----	5	Y	88882
AUBERSON	MALLORY	F	----	5	N	88882
AUBERSON	MALLORY	F	----	5	N	88882
BILBREY	ALESHA	F	----	5	N	88882
BROWN	KENDRA	F	----	5	N	88882
BROWN	MEGAN	F	----	5	N	88882
BULL	BRIAN	M	----	5	N	88882
CANNON	WESLEY	M	----	5	N	88882
CANTRELL	ALLIE	F	----	5	N	88882
CANTRELL	DYLAN	M	----	5	N	88882
COPELAND	SYDNE	F	----	5	N	88882
CORNETTE	CARTER	M	----	5	N	88882
EDWARDS	JAYDA	F	----	5	N	88882
FEASTER	ORION	M	----	5	N	88882
FERRELL	ABBYGAIL	F	----	5	N	88882
GARRETT	KELSEY	F	----	5	N	88882
GEESLING	WILLIAM	M	----	5	N	88882
GREENWOOD	SETH	M	----	5	Y	88882
HAMMOCK	JAYCEE	F	----	5	N	88882
HAMMOCK	PEYTON	F	----	5	N	88882
HARGIS	EMILY	F	----	5	N	88882
HASTINGS	TAYLOR	F	----	5	N	88882
HICKS	ASHTON	F	----	5	N	88882
HILL	HARTLEE	F	----	5	N	88882
JOHNSON	CALLIE	F	----	5	Y	88882
JOHNSON	GRACIE	F	----	5	N	88882
KEEN	MICHAEL	M	----	5	N	88882
KELLEY	KAELYN	F	----	5	N	88882
KRANTZ	MACIE	F	----	5	N	88882
KRUGER	KAYDEN	F	----	5	N	88882
LAW	OLIVIA	F	----	5	N	88882
LEDBETTER	DAWSON	M	----	5	N	88882
MASSIE	SHANIA	F	----	5	N	88882
MASTERS	TUCKER	M	----	5	Y	88882
MELTON	SARAH	F	----	5	N	88882
MELTON	SHELBY	F	----	5	N	88882
NICHOLS	TAYLOR	F	----	5	N	88882

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WBL Data by Subgroup

NIMMO	AUTUMN	F	----5	Y	88882
POSTON	ABIGAIL	F	----5	N	88882
RAINES	KATELYN	F	----5	N	88882
RAY	DAKOTA	M	----5	Y	88882
REAGAN	BRYLEE	F	----5	N	88882
SAVAGE	AIRICA	F	----5	N	88882
SAVAGE	JACQUELINE	F	----5	N	88882
SHAFFER	EMILY	F	1---5	N	88882
SHIPLEY	GRACE	F	----5	N	88882
SIMS	MAKYNLEE	F	----5	N	88882
STORIE	CIERRA	F	----5	N	88882
TALENT	BAILEY	F	----5	N	88882
VAN DOMELEN	JILL	F	----5	N	88882
VAUGHN	MAGGIE	F	----5	Y	88882
WALKER	JEFFERY	M	----5	N	88882
WEBB	KOLIN	M	----5	N	88882
WILSON	GEORGE	M	----5	N	88882
WINNINGHAM	IVY GRACE	F	----5	N	88882





STRIVVEN MEDIA

Creators of VirtualJobShadow.com® & VJSJunior.com™

105 Charlotte Highway, Suite A

Asheville, NC. 28803

888.908.4924 office | 828.348.1770 fax

Ms. Teresa Johnson
Overton County Schools
302 Zachary Street
Livingston, TN 38570
August 21, 2019

RE: Sole Source Vendor

Dear Ms. Teresa Johnson,

This letter confirms that VirtualJobShadow® is a sole source product.

VirtualJobShadow® is an Internet-based program career exploration and career planning product manufactured, sold, and distributed exclusively by Strivven Media, LLC. It is designed to inform students about the education and skills needed to reach the careers of their choice. The product features award-winning comprehensive career profiles enhanced with unique day-in-the-life videos, post-secondary school and job searches, career assessments, Soft Skills Mini Lessons, administrative tools for real-time reporting and tracking of data, plus much more.

This unique product is available only through licensing with Strivven Media. Strivven Media is the sole source vendor of VirtualJobShadow®, which is purchased as a subscription. Competition is precluded due to Strivven Media's exclusive ownership of the trademarks and copyrights in and associated with the program as well as the license and user agreements that preclude users from using the product other than its intended use. There is no other product that would serve the same purpose or function, and there is only one price for the product due to Strivven Media's exclusive control over the associated intellectual property rights. The product must be purchased directly from Strivven Media at the address below.

Sincerely,



Kim Celentano
CEO & President
Strivven Media, LLC
P.O. Box 5424
Asheville, NC. 28813
888.908.4924 office | 828.348.1770 fax

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Ms. Teresa Johnson
Overton County Schools
302 Zachary Street
Livingston, TN 38570
August 21, 2019

RE: Sole Source Vendor

Dear Ms. Teresa Johnson,

This letter confirms that VJSJunior™ is a sole source product.

VJSJunior™ is a K-5 career exploration product manufactured, sold, and distributed exclusively by Strivven Media, LLC. This Internet-based program is designed to help students make connections between the academic work they do now and the dreams they'll achieve later. The product features award-winning comprehensive career profiles enhanced with unique day-in-the-life videos, entertaining animated lessons, interactive games and activities, standards-aligned curriculum, admin tools and reporting, plus much more.

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Sincerely,



Kim Celentano
CEO & President
Strivven Media, LLC
P.O. Box 5424
Asheville, NC. 28813
888.908.4924 office | 828.348.1770 fax



Exclusive Video Content

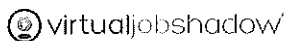
Gain insight into workplace realities with our unique virtual job shadowing.

VirtualJobShadow.com provides students with thousands of engaging, day-in-the-life and job advice videos with professionals in countless career fields.

Careers include:

- Virtual Reality Developer
- Finance Manager
- Aerospace Engineer
- Welder
- Chef
- Dental Hygienist
- Video Game Animator

21st Century Career Exploration
VirtualJobShadow.com provides students the opportunity to explore diverse career pathways across 17 career clusters.



For more information, visit
www.VirtualJobShadow.com.



Have you seen our K-5 companion, VJS Junior?

Champion your school's digital literacy initiatives through early career exploration with VJS Junior. Let the Career Crew guide your students on their journeys of self discovery.



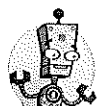
Zuri:

The superhero. She's upbeat, curious, and unstoppable!



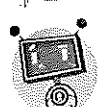
Fact Dragon:

The teacher. Scholarly and kind, she's got a fact, and just in time.



Volt:

The navigator. He's always prepared to lead an adventure!



Beep-9:

The student. Mischief is his middle name...

Schedule Your Demo Today!

VJSJunior.com | VirtualJobShadow.com
c/o Strivven Media | P.O. Box 5424 Asheville, NC 28813
sales@strivven.com | 888.908.4924 Ext. 2



virtualjobshadow

where every student has a future



The Ultimate College & Career Readiness Solution



User-Friendly Features & Tools

VirtualJobShadow.com® is an innovative digital resource that helps 6th-12th grade students explore, plan and prepare for a career, starting with access to multiple career and interest assessments. This highly engaging platform works on any computer or tablet.



Exclusive Video Content



Job & College Search



Career & Interest Assessments



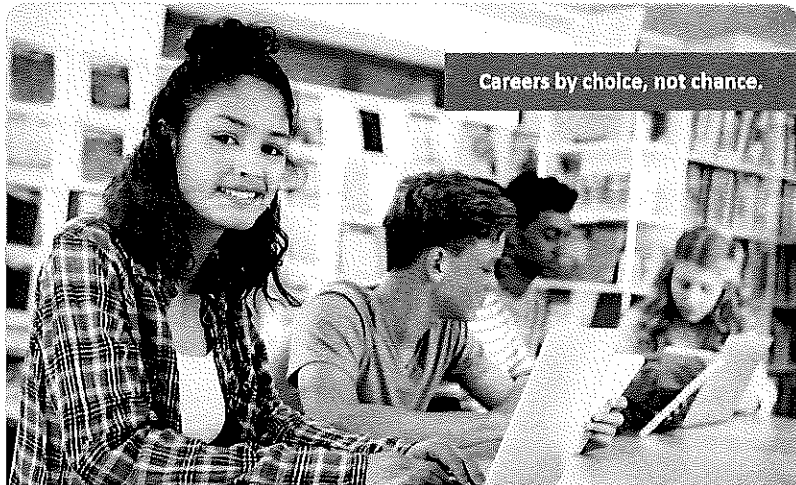
Lesson Builder



Resume Builder



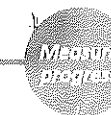
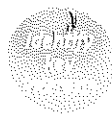
Admin Tools & Reporting



Tools that Teach: Resume Builder – Postsecondary Plan – Internship Search

VirtualJobShadow.com is an all-in-one career planning solution.

VirtualJobShadow.com's combination of interactive web-based research tools, interest assessments, and real-world career exploration videos puts the student in the driver's seat of college and career planning. As students research salaries, programs of studies, and job opportunities, they are empowered to partner with teachers, counselors, and parents to make informed decisions about post-secondary education avenues and work opportunities.



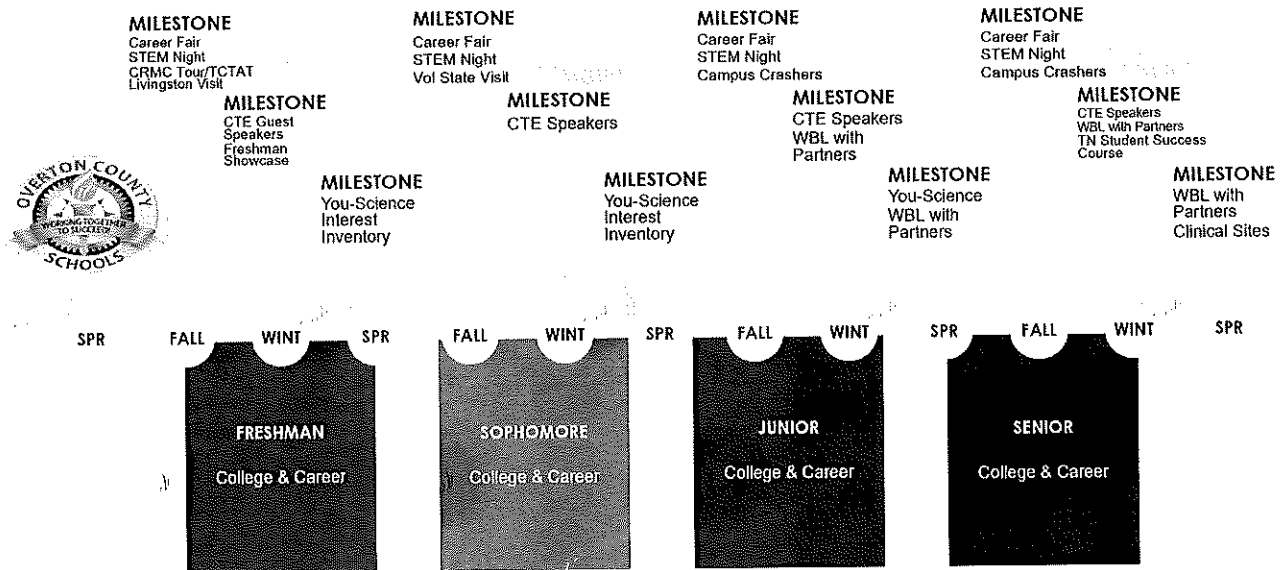
VirtualJobShadow.com serves school districts, colleges, and youth-based programs all over the U.S., including:

- Career & Technical Ed
- Universities
- Technical Schools
- Afterschool
- TRIO & GEAR UP
- STEM Schools
- Community Colleges
- Special Ed
- Juvenile Facilities
- Voc Rehab

VirtualJobShadow.com accommodates single sign-on and rostering technology.

Livingston Academy

College and Career Advisement Timeline



Freshman Showcase LA

Topic	Speakers	Date/Fridays
Making the Most of High School -Motivation		Aug 9
Student Government	Nate K.	Aug 16
Outdoor Club	Bennett	Aug 23
Young Life/Interact	Lauren Coffman-bring in a couple of Y	Aug 30
FCCLA/FFA	Bilbrey/Halsell, Johnsons	Sept. 6
LIFE LESSONS	Sgt. Grimm-TTu RotC	Sept. 13
HOSA/FBLA	Aleshia/Sara G	Sept. 20
STAND	Kendra	Sept. 27
No meeting due to HOCO		Oct. 4
Youth Leadership/4-H	Wanda Krantz / Nicole	Oct. 11
What's an EPSO and Why Does It Matter	Vanessa Farris	Oct 25
Dual Enrollment	Cynthia Horner	Nov 1
TCAT-NIC	Stacy, Myra	Nov. 8
CLEP/AP	Deanna Savage	Nov 15
ACT-Why? How?	Lesley	Nov. 22
LA Honors/GPA	Vanessa Farris/	Dec. 6
	TCAT, Vol, TTU and Hospital	Jan 10
	Vol State and Roane State Medical C:	Jan 17
	Eric, CEROC and Vol State ?	Jan 24
	Daniel Allen TTU/Gary Ledbetter	Jan 31
	Jason Trent/Averitt/TCAT	Feb. 7
	Ryan Burchfield/Sgt. Render	Feb. 14
	Cummins	Feb. 21
	Jeff Brown, The Biz Foundry	Feb. 28
Registering for 10th Grade Group Meeting	Counselors/Admin	March 6
No meetings in April due to testing		
	Counselors/Admin	May

LIVINGSTON ACADEMY



WEEK 2019

September 16 to 20, 2019

LA STAFFULTY Guide

Overview of Week

Day	Activity	Grade Level	Location	Primary Staffulty Involved
Monday	Mastery Prep ACT Bootcamp	12 th	Overton County Library and Rotary Ag Building 2 Buses from LA to and from these locations for students who do not drive!	Library: Cody Newman, Catherine Gore, Kim Goodpasture, Nate Kennard Fair: Gayron Franklin, Jonathon Enix, Megan Kessel, Kendra Crisp (so you get even more ideas for 11th ACT Bootcamp)
Monday	ASVAB	11 th	National Guard Armory 4 Buses to get whole class to Guard!	12 th Teachers: Julie Miller, Jean Jolley, Jamie Loftis, Sara Greenwood, Lynn Ashburn, Bonnie Stapp
Tuesday	College App Day	12 th	LA Various Sites	School Counselors and Senior Seminar Teachers
Tuesday	College Spirit Day	ALL	LA	ALL WEAR YOUR COLLEGE Ts
Wednesday	College and Career Fair	All	Gym	All
Thursday	TTU College Visit	11 th	TTU/Load Buses in front from mini--parent drop area is where buses will load	Robin Long Gayron Franklin, Cody Newman, Catherine Gore, Jonathon Enix Nate Kennard Kendra Crisp Sara Greenwood, Aleshia Reeder, Linda Halsell, Jason Copeland
Thursday	Vol State Visit	10 th	Vol State Livingston and Cookeville Group A(Girls) will visit Livingston Vol State 1st then Cookeville Group B (Boys) will visit Cookeville Vol State 1st then Livingston	A: Misty Hunter, Dana Gore, Kacy Bennett, Kimi Goodpasture, Stephen Henson, Lora Clouse B: Missy Trent, Katie Williams, Megan Kessel, FL K. Woods,, Sara Bilbrey
Thursday	TCAT Visit and YouScience	9 th	TCAT and LA	Abby Jolley, Allison Nimmo,, Stephanie Johnson, New Math TBA, Tammy Smith,

				Michelle Billings, Keith Parker Mike Johnson Mac Johnson
Thursday	Job Shadowing Day	12 th	Various Locations	Lauren Coffman, Julie Miller, Jean Jolley, , Lynn Ashburn
Friday	College and Career Connections Lessons	All	LA	Either bring in a guest with a career related to your subject or do a lesson relating your subject to future careers/ 9 th –see notes for your special plan.

Monday, September 16

Mastery Prep Bootcamp

Who: 12th Grade

Library (Coffman and Greenwood HEH Seniors): Cody Newman, Catherine Gore, Kim Goodpasture, Nate Kennard

Rotary Blding at Fair (All Other HEH Seniors): Gayron Franklin, Jonathon Enix, Megan Kessell, Kendra Crisp

Time 8:00AM-2:30 PM

Locations: Overton County Public Library and Rotary Building

Note that some seniors will be taking the ASVAB instead of doing Bootcamp; a roll will be turned in for that as well.

Schedule:

7:45 Seniors who ride buses and need a ride to BootCamp will meet in Commons Area and load the 2 buses in the circle.

8:00-8:15AM Students Arrive and Have Nutrigrain Bars/Juice Breakfast

***** Teachers will need to email Janice attendance rosters for the day by 8:30AM

8:30-11:30 Mastery Prep

11:30-12:00 Pizza Lunch (Pizza Hut will deliver pizzas at 11:15ish; you will have a cooler of drinks and cookies along with paper plates and napkins).

12-2:00 Mastery Prep

2:10 Buses will bring riders back to LA

Dismiss others after buses depart

Teachers will be expected to circulate room and maintain student behavior throughout workshop. Students should not be permitted to leave the premises; breakfast and lunch are there for them. Teachers are expected to return room to its original condition and **dispose of trash before leaving** (you might have those driving students help do this as buses are loading).

11th Grade Teachers: Take notes, photos of slides, etc.—this might give us ideas for our bootcamp for 11th in Spring. (this is the reason you were selected to be the teachers supervising this event).

Monday, September 16

ASVAB

Who: Juniors

Teachers: Julie Miller, Jean Jolley, Sara Greenwood, Lynn Ashburn

Coordinator: Bonnie Stapp

Location: National Guard Armory

Teachers will serve as test proctors; the military personnel will be the test administrators.

Juniors will assemble in the commons first thing on this date as junior teachers will be gone to Mastery Prep BootCamp; they will be allowed to eat breakfast before departing. Senior teachers will call roll and turn this in to Ms. Janice before departing LA.

7:40-7:55 Roll Check

8:00 Breakfast at LA before departing

8:15-8:30 Depart LA

9-Noon ASVAB Testing

12-12:45 Pizza Lunch (we have pizza, cokes and cinnamon bread)

12:45-2:15 National Guard will have presentations and activities

2:15 Depart for LA

2:30 Arrive Back at LA—teachers may let drivers go to cars, teachers should supervise others in commons until bell rings (students must not disrupt 9th-10th classes).

Tuesday, September 17

College APP DAY

Who: Seniors

What to Wear: Your College T

Staffulty: School Counselors and Senior Seminar Teachers and Senior Teachers

Schedule:

7:45-8:35 Station 1

8:40-8:55 Breakfast

8:55-9:40 Station 2

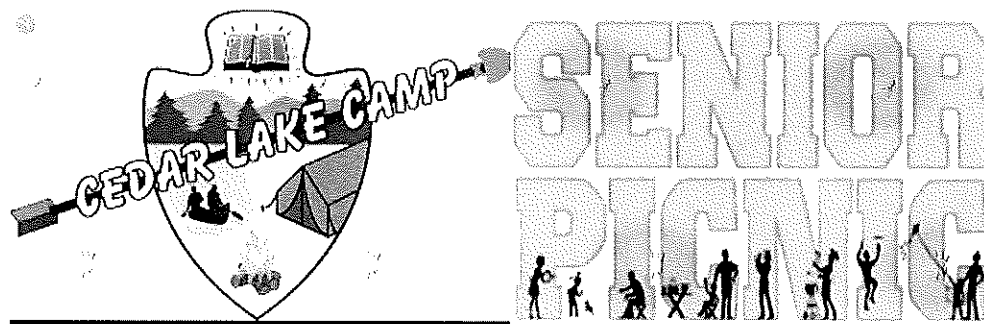
9:40-10:35 Station 3

10:35 LOAD BUSES TO HEAD TO CELEBRATION PICNIC AT CEDAR LAKE CAMP

11-2 PICNIC

Station	Location	Guests/Speakers	LA Staff assisting at location	Rotating with Senior Groups
College Apps	Library	Lucy McGavrn, TTU Admissions Dustin Rawls, Volunteer State Admissions Stacy Johnson, TCAT Student Services	Sara Greenwood Linda Halsell	A-F Missy Trent Julie Miller <i>Rotate College Apps, FSAID, TN Promise</i>
FSAID	Gym-Blue Seats	Lisa Officer, Vol State Student Services	Lora Clouse Sara Bilbrey	G-0 Robin Long Jean Jolley

		<p>Teresa Johnson, TCAT Student Services</p> <p>Give each student wallet card to record FSAID and take 15 minutes to set up FSAIDS; Do Presentation over why FAFSA is important and provide handout listing dates for LA FAFSA Help and items needed.</p>		<p><i>Rotate FSAID, TN Promise, College Apps</i></p>
TN Promise	Mini Theatre	<p>Eric Farmer, TSAC</p> <p>Duane Gregg, GEAR UP State Coordinator</p>	<p>Aleshia Reeder</p> <p>Lauren Coffman</p> <p>Jason Copeland</p>	<p>P-Z</p> <p>Misty Hunter</p> <p>Jamie Loftis</p> <p><i>Rotate TN Promise, College Apps, FSAID</i></p>



Who: Seniors who participate in College App Day during the AM of this date

When: TUESDAY, 10:35AM-2:35PM

Details:

- Buses will leave LA at 10:35 am; you will need a signed trip ticket(to be given to you closer to time) to board buses and must have participate in College App Day Morning at LA. We will have you back at LA by 2:35!
- We have 3 hours of activities for you to choose from at Cedar Lake Camp
 - Cookout with burgers, hotdogs, chips and drinks upon arrival at 11AM

- Activities in the field: 9 square, tennis, basketball, soccer
- Octaball on the island
- Canoes and Kayaking
- 1PM Challenge Course for 50 (meet at course near island)
- 1PM Caving Exploration for 30 (meet at pavilion to participate)
- Inside games at the Snack Shack (table tennis, foosball, board games)
- Fishing in the pond (you must bring your own pole and supplies; we will have truck to transport these)

Come celebrate your plans for the future and make some memories with your friends!

Tuesday, September 17

College Spirit Day

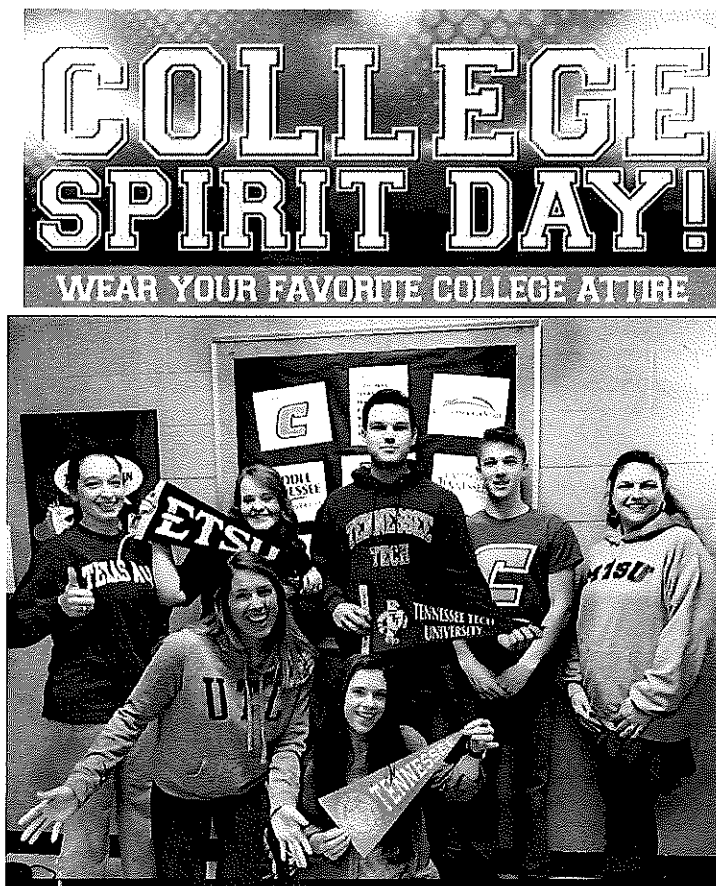
Who: All Staff and Students

When: All Day

How: Wear Your College Apparel

Display your college pennant, photos, memorabilia

Staff—share your personal college story with your classes today!



Wednesday, September 18

College and Career Fair

Who: All LA Students and Staff

What to Wear: Professional Attire

Where: LA Gym

Schedule:

7:30-8:30 Student Government assist with set up (and the entire event)

8:30-9:00 9th Grade (End of 1st and part of HEH)-LINK LEADERS participate with 9th then go back to class!

9:00-9:30 10th Grade

9:30-10:15 12th Grade (bring after 2nd block roll and return before end of block)

10:15-11 11th Grade

11-11:30 Group PHOTO then Student Government Assist with takedown and escorts guests out.

Teachers should bring their classes at the appointed times; if you have a class of mixed grade levels, choose the time based on class majority. Remember to talk to your classes the day prior to this fair about how to behave and ask questions during a fair.

Thursday, September 19

College Visit Day

Who: ALL LA Students and STAFF

If your name isn't on this chart, contact Vanessa Farris ASAP.

What to wear: LA Shirt and Jeans

Thursday	TTU College Visit	11 th 11 th will check roll in mini and load buses in front of building! Drivers:	TTU/Load Buses in front from mini	Robin Long Gayron Franklin Cody Newman, Catherine Gore, Jonathon Enix Nate Kennard Kendra Crisp Sara Greenwood, Aleshia Reeder, Linda Halsell, Jason Copeland, Tammy Kennedy
Thursday	Vol State Visit	10 th 10 th will check roll and load from the gym to buses in circle in front of building. A is girls. B is boys.	Vol State Livingston and Cookeville Group A will visit Livingston Vol State in AM then Cookeville/Group B will be reverse of this!	A: Misty Hunter, Dana Gore, Kacy Bennett, Kim Goodpasture, Stephen Henson, Lora Clouse B: Missy Trent, Katie Williams, Megan Kessell, Katie Woods, Sara Bilbrey, Dee Smith

Thursday	TCAT Visit and YouScience	9 th Students will walk to TCAT. Group A is girls. Group B is boys. We do not have enough buses to transport to TCAT so we have to make crossing road work!	TCAT and LA Group A will do TCAT in AM and You Science in PM/ Group B will be reverse! Schedule 8-11 Activity 1 11-11:30 Lunch at LA 11:30-2:30 Activity 2	A: Abby Jolley, Stephanie Johnson, Tammy Smith, Keith Parker, Molly Gore, B: Allison Hull, Jennifer Shope, Michelle Billings Mike Johnson Mac Johnson YouScience Presentation in Mini(testing in 9th rooms): Lora Jones and Deanna Savage at 8AM and 11:30 AM.
Thursday	Job Shadowing Day	12 th Students will be required to complete a JS Day form signed by person they are shadowing and parent prior to this day then submit a photo of themselves on site on this day!	Various Locations	Lauren Coffman, Julie Miller, Jean Jolley, Lynn Ashburn

Friday, September 20

Future Career Dress Day

Who: ALL LA Students and STAFF

What to wear: Future Career Attire

All Math Classes

Our students simply do not know how to calculate their GPAs; they also don't realize all the things GPAs are used for. I will have a scripted lesson on calculating both the weighted and unweighted GPA ready for all Math teachers.

Students can assess their own grades in skyward to do their actual GPA; I will give you a John Doe student transcript for those who can't assess skyward for their own grades. This may take the whole class time for 9th and 10th but only ½ of time with 11th-12th.

All Other Classes

Get creative and think about how you can tie your subject to college/careers:

- *Personal Finance: Financing College—Maybe just focus on one area like GRANTS!*
- *Animal Science: Help students find out which colleges have Veterinary Programs and what it takes to get in.*
- *Guest Speakers*
- *Family and Consumer Science—Living in a dorm—how to manage a roommate and such.*
- *Just telling your College/Career Story can be a great activity! It will amaze you how students will listen if you open up and share your story!*

All teachers should submit a PHOTO and brief synopsis of what they do on this date to vfarris@overtoncountyschools.net.

College and Career Week Sponsors

GEAR UP TN

TCAT@ Livingston

Volunteer State Community College

Tennessee Tech University

TSAC

National Guard

Appendix I WBL Supervision Plan

Livingston Academy Work Based Learning (WBL) supports both students and employers through various methods. The WBL Coordinator visits each placement twice per month. Students are monitored daily using Time Station Documentation. This is an App that students use to sign in daily when arriving at the job site. During those visits, a student evaluation is delivered for the placement supervisor to complete. This evaluation was derived directly from the state of Tennessee course standards from Career Practicum. Employers are able to reflect the students' performance through this evaluation and are allowed space to share personal comments as well as student attendance on the job. Many issues between employer and students are identified through this evaluation, as supervisors feel more comfortable in putting their concerns in writing. The WBL coordinator addresses these concerns with the student directly through a one-on-one meeting. Some examples of concerns that have come up in the past are timeliness and dressing professionally. The WBL coordinator will notify the placement supervisor that the concern has been addressed with the student in person during routine visits to the placement. If concerns are more pressing, placement supervisor may contact the WBL coordinator directly by phone. All placement supervisors are given WBL coordinator's cell phone and direct office line number.

In order to promote equity among student groups, WBL students that have issues regarding transportation can be scheduled for Work Based Learning during designated times/blocks in which transportation will be provided for them, therefore allowing all students to participate in WBL at Livingston Academy.

5 = Highly Skilled
4 = Skilled
3 = Moderately Skilled

Grading Scale

2 = Limited Skilled
1 = Novice
0 = No Exposure

Using the following scale, please assess the student's progress.

Student's Name _____

Month _____

Placement _____

Work Based Competencies	Score
WORKPLACE AND CAREER NAVIGATION	
Asks about workplace practices and safety issues.	
Follows all safety procedures.	
Seeks information about education and career requirements and opportunities.	
CREATIVITY AND INNOVATION	
Looks for ways to be more efficient and productive in assigned tasks, and ways to improve upon products or services.	
SPEAKING AND LISTENING	
Adjusts speech on both audience and purpose in both personal and professional interactions.	
Checks understanding by both asking questions and paraphrasing.	
COLLABORATION	
Works well with others.	
Recognizes and builds on different strengths of team members.	
Can manage conflict to achieve an intended result.	
TECHNOLOGY LITERACY	
Routinely uses, and learns new uses of, familiar and new technologies.	
Able to determine the most appropriate technology for a particular use.	
INITIATIVE AND SELF-DIRECTION	
Routinely exhibits initiative and self-direction in completing tasks.	
Asks questions when needed.	
Self-monitors, and informs supervisor of progress on an assigned task.	
PROFESSIONALISM AND ETHICS	
Demonstrates professionalism in dress and behavior consistent with workplace standards and norms.	
Takes personal responsibility for mistakes and misconduct, when necessary. Shows concerns for professional ethics.	
ADAPTABILITY AND FLEXIBILITY	
Adapts to changes in the workplace.	
Flexible in taking on new roles and responsibilities as required.	
PRODUCTIVITY AND ACCOUNTABILITY	
Uses time management skills to overcome obstacles, and complete assignments on time.	
Accepts constructive criticism, and may ask for feedback on performance.	
Total (Based upon the total amount of point possible - minus the "No Exposure")	/ _____

Approximate # of Days Absent _____ Did student make contact on those days? _____

Comments _____

Signature _____ Date _____

Appendix J WBL Toolbox Accessories

GUIDANCE NOTES (FOR GUIDANCE USE ONLY!!!)

SEMESTER(S) REQUESTED: _____

BLOCK(S) REQUESTED: _____

WORK BASED LEARNING APPLICATION

You will be released from LA every day for a block and will receive one credit. You must maintain at least a 90% attendance rate within the last year and maintain a 2.5 or greater GPA.

Please complete the following information sheet and return it to Mrs. Lauren Goffman. NO INCOMPLETE APPLICATIONS WILL BE ACCEPTED!

NAME _____ AGE _____ SEX _____ GRADE _____

PHONE NUMBER _____ DATE OF BIRTH _____

ADDRESS _____

DO YOU REQUIRE ASSISTANCE WITH TRANSPORTATION? YES NO

*PLEASE CHECK WHICH WBL PROGRAM CLINICAL _____ INTERNSHIP _____ CO-OP _____

*Clinical - For those who have completed a POS in Health Sciences. *Internship - Unpaid position; usually within your POS.

*Co-Op - Paid position; usually at a job you already have.

IF INTERESTED IN CO-OP, GIVE COMPLETE INFORMATION ABOUT YOUR EMPLOYMENT

EMPLOYER _____ SUPERVISOR _____

ADDRESS _____

PHONE _____ JOB TITLE _____

EMPLOYED FROM _____ TO _____ PAY RATE _____

JOB DUTIES _____

SCHOOL INFORMATION

EXTRACURRICULAR ACTIVITIES _____

PLANS AFTER HIGH SCHOOL WORK _____ TCAT _____ COLLEGE _____ OTHER _____

IF YOU ARE CONTINUING YOUR EDUCATION, WHAT AREA OF STUDY ARE YOU INTERESTED?

PROGRAM OF STUDY _____

REFERENCES

LIST 3 PERSONS WHO CAN RECOMMEND YOU FOR WORK BASED LEARNING (2 TEACHERS)

NAME	EMAIL	OCCUPATION	EMPLOYER
------	-------	------------	----------

--	--	--	--

IN 50 WORDS OR LESS, WHY SHOULD YOU BE IN WORK BASED LEARNING?

THE INFORMATION I HAVE SUPPLIES ON THIS FORM IS CORRECT AND HONEST. ACCEPTANCE INTO WORD BASED LEARNING IS BASED UPON THIS APPLICATION, AN INTERVIEW, REFERENCE CHECKS AND GRADE AND ATTENDANCE CHECKS.

STUDENT'S SIGNATURE _____ DATE _____

AFTER CAREFUL CONSIDERATION, I HEREBY EXPRESS MY APPROVAL FOR _____
TO PARTICIPATE IN THE WORK BASED LEARNING PROGRAM AT LIVINGSTON ACADEMY.

PARENT SIGNATURE _____ DATE _____

IF YOU HAVE ANY QUESTIONS, DO NOT HESITATE TO CALL LAUREN COFFMAN AT 931-823-1387

~~~~~  
**\*\*OFFICE USE ONLY\*\*PLEASE DO NOT FILL THIS OUT!\*\***

GPA \_\_\_\_\_

TARDIES THIS YEAR

ABSENCES THIS YEAR

Excused \_\_\_\_\_

Excused \_\_\_\_\_

Unexcused \_\_\_\_\_

Unexcused \_\_\_\_\_

ISS/OSS

Dates \_\_\_\_\_

RECOMMENDATION #1

Average Score \_\_\_\_\_ Comments \_\_\_\_\_

RECOMMENDATION #2

Average Score \_\_\_\_\_ Comments \_\_\_\_\_

RECOMMENDATION #3

Average Score \_\_\_\_\_ Comments \_\_\_\_\_

NOTES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



TENNESSEE DEPARTMENT OF

**EDUCATION**

FIRST TO THE TOP

## Work-Based Learning Personalized Learning Plan

**Student Name:**

**Placement Date:**

**Placement Site:**

**WBL Coordinator:** Lauren L. Coffman

Up-to-date copies of the Safety Training Log and the Work-Based Learning Agreement must be kept on file both at the work site and at the school for all WBL placements as required by Tennessee Child Labor Law and consistent with the Department of Education's WBL Policy Guide.

This packet is required for students earning credit through the *Work-Based Learning: Career Practicum* course or other practicum courses for credit. It is recommended that students use this packet for all credit-bearing WBL experiences to ensure compliance with the State Board of Education's WBL Framework, with federal and state child labor laws, and with the Department of Education's WBL Policy Guide:

1

This document is part of the Personalized Learning Plan packet for WBL.  
For more resources, see the WBL Toolbox: [http://tn.gov/education/cte/work\\_based\\_learning.shtml](http://tn.gov/education/cte/work_based_learning.shtml)

## Personalized Learning Plan Part A: Long-term Goals and Learning Objectives

|                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PLANNING FOR WORK-BASED LEARNING</b><br><i>Consider your past experiences, interests, and future career and education goals to answer the questions below.</i> |
| What is your area of elective focus in high school?<br><br><div></div>                                                                                            |
| What are your plans for after high school?<br><br><div></div>                                                                                                     |
| Describe your future career goals:<br><br><div></div>                                                                                                             |
| What kind(s) of education or training might you need after you graduate from high school?<br><br><div></div>                                                      |
| What placement or capstone work-based learning experience do you hope to get?<br><br><div></div>                                                                  |
| <b>ONCE YOU HAVE IDENTIFIED A POSSIBLE PLACEMENT</b>                                                                                                              |
| How is this work-based learning experience aligned with your career goals?<br><br><div></div>                                                                     |
| What do you want to learn through this experience that will help you progress toward your long-term goal?<br><br><div></div>                                      |
| What special projects or activities will help you practice important skills?<br><br><div></div>                                                                   |












## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

Below is a list of skills that employers seek from their employees. Complete this section during the WBL experience. Work with your teacher and/or employer to document the ways you practice these skills through your experience. Also write down what evidence you can add to your portfolio after the experience to show your skills!





(You can learn more about what kinds of activities and learning opportunities are available at the workplace by doing an internet search and interviewing the employer if that is possible. See the *Pre-Experience Research Checklist and Informational Interview Guide*.)

| APPLICATION OF ACADEMIC AND TECHNICAL KNOWLEDGE AND SKILLS                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LITERACY: Read and comprehend relevant academic and technical texts</b><br><i>Example: Read and understand a procedure manual on handling hazardous materials in a laboratory; explain instructions to supervisor and document understanding.</i> |
| <b>My Experience:</b>                                                                                                                                                                                                                                |
| <b>My Evidence:</b>                                                                                                                                                                                                                                  |
| <b>MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks</b><br><i>Example: Close out cash register by hand and compare to electronic results.</i>                                                      |
| <b>My Experience:</b>                                                                                                                                                                                                                                |
| <b>My Evidence:</b>                                                                                                                                                                                                                                  |

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

| APPLICATION OF ACADEMIC AND TECHNICAL KNOWLEDGE AND SKILLS (cont'd)                                                                                                                                                                                                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills</b><br><i>Example: Correctly weld metal parts, in accordance with quality requirements.</i>                                                                                                                                                                                                                                                                      |  |
| <b>My Experience:</b><br>     |  |
| <b>My Evidence:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations</b><br><i>Example: Use safety goggles when required and document when they were used and why.</i>                                                                                                                                                                                                                                                    |  |
| <b>My Experience:</b><br>                                                                               |  |
| <b>My Evidence:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

| CAREER KNOWLEDGE AND NAVIGATION SKILLS                                                                                                                                                                                                                                                                                                      |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <b>UNDERSTANDING PATHS AND OPTIONS:</b> Plan and navigate education and career paths aligned with personal goals<br><i>Example: Interview franchise supervisor about education needed; document what is heard and analyze to student's own plans.</i>                                                                                       |  |  |  |
| <b>My Experience:</b><br>                                                                                                                                                                                                                                 |  |  |  |
| <b>My Evidence:</b><br>                                                                                                                                                                                                                                  |  |  |  |
| <b>REFLECTION:</b> Reflect on experiences through creation of a personal portfolio<br><i>Example: Document and gather information (using text, photos) about skills and accomplishments, such as a business plan written to improve non-profit organization's services; complete an assessment of the quality of the products included.</i> |  |  |  |
| <b>My Experience:</b><br>                                                                                                                                                                                                                               |  |  |  |
| <b>My Evidence:</b><br>                                                                                                                                                                                                                                 |  |  |  |

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

|                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>21<sup>ST</sup> CENTURY LEARNING AND INNOVATION SKILLS</b>                                                                                                                                                                                                                                                           |
| <b>CREATIVITY AND INNOVATION:</b> Use Imagination and insight to develop original ideas for products, including physical products, services, and solutions to problems, among others<br><i>Example: Document participation in a brain-storming session and the ideas generated related to a new marketing brochure.</i> |
| <b>My Experience:</b>                                                                                                                                                                                                                                                                                                   |
| <b>My Evidence:</b>                                                                                                                                                                                                                                                                                                     |
| <b>COMMUNICATION:</b> Articulate ideas effectively in both oral and written communications; listen effectively<br><i>Example: Orally present the results of a survey of students about their interest in a new app.</i>                                                                                                 |
| <b>My Experience:</b>                                                                                                                                                                                                                                                                                                   |
| <b>My Evidence:</b>                                                                                                                                                                                                                                                                                                     |
| <b>INFORMATION LITERACY:</b> Access and evaluate Information, manage information accurately and ethically<br><i>Example: Conduct an internet search about competitors in the youth clothing industry in the community, documenting sources and rating each for credibility.</i>                                         |
| <b>My Experience:</b>                                                                                                                                                                                                                                                                                                   |
| <b>My Evidence:</b>                                                                                                                                                                                                                                                                                                     |

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

|                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERSONAL AND SOCIAL SKILLS</b>                                                                                                                                                                                                                                                                                                              |
| <p><b>INITIATIVE AND SELF-DIRECTION:</b> Work independently; demonstrate agency, curiosity, and the ability to learn<br/> <i>Example: Take the initiative to find out more about the science behind a process at the manufacturing plant and write up what was learned.</i></p>                                                                |
| <p><b>My Experience:</b></p>                                                                                                                                                                                                                                                                                                                   |
| <p><b>My Evidence:</b></p>                                                                                                                                                                                                                                                                                                                     |
| <p><b>CUTURAL AND GLOBAL COMPETENCE:</b> Exhibit interpersonal and social skills that are respectful of cultural differences<br/> <i>Example: Identify staff of differing cultural origins and document conversations about cultural differences in expected workplace behavior.</i></p>                                                       |
| <p><b>My Experience:</b></p>                                                                                                                                                                                                                                                                                                                   |
| <p><b>My Evidence:</b></p>                                                                                                                                                                                                                                                                                                                     |
| <p><b>PRODUCTIVITY AND ACCOUNTABILITY:</b> Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete projects to agreed-upon standards<br/> <i>Example: Verify (and document verification of) the sums on a spreadsheet of donations before turning it in on time.</i></p> |
| <p><b>My Experience:</b></p>                                                                                                                                                                                                                                                                                                                   |
| <p><b>My Evidence:</b></p>                                                                                                                                                                                                                                                                                                                     |

**WBL Safety Training Log**

The following safety training log should reflect the training requirements appropriate for the student's job description and align with the required trainings of the business. According to Tennessee Child Labor Law and WBL Policies, this form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the Safety Training Log and the WBL Agreement must be kept on file at the school for five years after placement.

|                      |                    |
|----------------------|--------------------|
| <b>Student Name:</b> | <b>Work Site:</b>  |
| <b>Address:</b>      | <b>Address:</b>    |
| <b>City/Zip:</b>     | <b>City/Zip:</b>   |
| <b>Phone:</b>        | <b>Phone:</b>      |
| <b>DOB:</b>          | <b>Supervisor:</b> |

**Student's Responsibilities/Job Description:** \_\_\_\_\_

| Safety Training Topics* | Trainer's Name | Location | Date Provided |
|-------------------------|----------------|----------|---------------|
| 1.                      |                |          |               |
| 2.                      |                |          |               |
| 3.                      |                |          |               |
| 4.                      |                |          |               |
| 5.                      |                |          |               |
| 6.                      |                |          |               |
| 7.                      |                |          |               |
| 8.                      |                |          |               |

\*If additional space is needed, attach an extra sheet of paper.

**SIGNATURES**

|                                                             |              |
|-------------------------------------------------------------|--------------|
| <b>Student:</b>                                             | <b>Date:</b> |
| <b>Parent or Guardian:</b>                                  | <b>Date:</b> |
| <b>Endorsed Teacher:</b><br>(When not the WBL Coordinator)  | <b>Date:</b> |
| <b>WBL Coordinator:</b>                                     | <b>Date:</b> |
| <b>Principal:</b> _____ <b>School:</b> _____                | <b>Date:</b> |
| <b>CTE Director:</b> N/A<br>(or designated WBL Coordinator) | <b>Date:</b> |
| <b>Work Site Supervisor:</b>                                | <b>Date:</b> |

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

**Work-Based Learning Agreement**

According to Tennessee Child Labor Law and WBL Policies, this form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the Safety Training Log and the WBL Agreement must be kept on file at the school for five years after placement.

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Student Name:</b>                   | <b>Work Site:</b>  |
| <b>Address:</b>                        | <b>Supervisor:</b> |
| <b>City/Zip:</b>                       | <b>Address:</b>    |
| <b>Phone:</b> <b>DOB:</b>              | <b>City/Zip:</b>   |
| <b>Area of Elective Focus:</b>         | <b>Phone:</b>      |
| <b>High School:</b> Livingston Academy | <b>Start Date:</b> |

**Typical Weekly Work Schedule:** Hours for credit-bearing experiences must equate to a full-time equivalent course.

| Day       | Time of Work |    | Total Work Hours |
|-----------|--------------|----|------------------|
|           | From         | To |                  |
| Monday    |              |    |                  |
| Tuesday   |              |    |                  |
| Wednesday |              |    |                  |
| Thursday  |              |    |                  |
| Friday    |              |    |                  |
| Saturday  |              |    |                  |
| Sunday    |              |    |                  |
| Total     |              |    |                  |

**Type of WBL Experience**

|                          |                             |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | Apprenticeship (Registered) |
| <input type="checkbox"/> | Clinical                    |
| <input type="checkbox"/> | Cooperative Education       |
| <input type="checkbox"/> | Internship                  |
| <input type="checkbox"/> | Transition (paid or unpaid) |
| <input type="checkbox"/> | School-Based Enterprise     |
| <input type="checkbox"/> | Service Learning            |

**Employability Skills:** This student is participating in work-based learning for credit and will have the opportunity to practice employability skills appropriate to the placement to prepare them for postsecondary education, future careers, and life:

- Application of academic and technical knowledge and skills
- Career knowledge and navigation skills
- 21<sup>st</sup> Century learning and innovation skills
- Personal and social skills

**Verification:** We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL Framework as provided in State Board of Education policy and in the WBL Policy Guide provided by the Tennessee Department of Education. We verify the above information is correct and is consistent with federal and state guidelines for work-based learning experiences.

|                                                                    |              |
|--------------------------------------------------------------------|--------------|
| <b>Student:</b>                                                    | <b>Date:</b> |
| <b>Parent or Guardian:</b>                                         | <b>Date:</b> |
| <b>Endorsed Teacher:</b><br><i>(When not the WBL Coordinator)</i>  | <b>Date:</b> |
| <b>WBL Coordinator:</b>                                            | <b>Date:</b> |
| <b>Principal:</b> <b>School:</b>                                   | <b>Date:</b> |
| <b>CTE Director:</b> N/A<br><i>(or designated WBL Coordinator)</i> | <b>Date:</b> |
| <b>Work Site Supervisor:</b>                                       | <b>Date:</b> |

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

VERIFY WORKERS' COMPENSATION COVERAGE:                      YES                      NO

## Work-Based Learning Insurance and Emergency Information

TENNESSEE DEPARTMENT OF

# EDUCATION

|                           |                                           |
|---------------------------|-------------------------------------------|
| <b>Student Name:</b>      | <b>Work Site:</b>                         |
| <b>Address:</b>           | <b>Address:</b>                           |
| <b>City:</b> <b>Zip:</b>  | <b>City:</b> <b>Zip:</b>                  |
| <b>Phone:</b>             | <b>Phone:</b>                             |
| <b>DOB:</b> <b>Grade:</b> | <b>WBL Coordinator:</b> Lauren L. Coffman |

Allergic to Medication? ☐ No ☐ Yes If yes: list medication(s):

List any other allergies or medical problems:

Medical Alert: ☐ No ☐ Yes, If yes: additional explanation:

Insurance Company:

Policy #:

|                                     |                                                                |
|-------------------------------------|----------------------------------------------------------------|
| <b>Parent/Guardian</b>              | <b>Home Phone:</b><br><b>Work Phone:</b><br><b>Cell Phone:</b> |
| <b>Parent/Guardian</b>              | <b>Home Phone:</b><br><b>Work Phone:</b><br><b>Cell Phone:</b> |
| <b>Additional Emergency Contact</b> | <b>Home Phone:</b><br><b>Work Phone:</b><br><b>Cell Phone:</b> |

I consent for my child to receive medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

|                           |             |
|---------------------------|-------------|
| <b>Parent or Guardian</b> | <b>Date</b> |
| <b>Student</b>            | <b>Date</b> |
| <b>WBL Coordinator</b>    | <b>Date</b> |
| <b>Principal</b>          | <b>Date</b> |
| <b>Supervisor</b>         | <b>Date</b> |

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.



Name

Date

## Student Self-Assessment of Skills

| INSTRUCTIONS: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your practicum/work-based learning placement (how often did you practice this?) and then indicate what you believe your own skill level is currently in that skill area (how well do you do it?). |                                                                                                                                                             | Frequency during WBL placement |                          |                          | Self-Rating of Skill Proficiency |                          |                          |                          |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Employability Skills                                                                                                                                                                                                                                                                                                             | Behaviors that demonstrate Employability Skills                                                                                                             | Never                          | Occasionally             | Often                    | Very Often                       | Not Skilled              | Some Skill               | Skilled                  | Very Skilled             |
| Navigating the Workplace & Careers                                                                                                                                                                                                                                                                                               | Learning rules and performing procedures safely and effectively.                                                                                            | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | Learning from professionals about the certificates or degrees required to succeed in various jobs or for getting a first job.                               | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Creativity & Innovation                                                                                                                                                                                                                                                                                                          | Coming up with new ideas, methods, or products.                                                                                                             | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | Building on others' ideas to improve something.                                                                                                             | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Critical Thinking and Problem Solving                                                                                                                                                                                                                                                                                            | Solving problems by identifying what you already know, what you need to know, and how and where to find new information.                                    | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | Making a strong argument for a position you hold or finding weaknesses in the argument someone else makes for a position they hold.                         | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaking & Listening                                                                                                                                                                                                                                                                                                             | Explaining information to another person so they understand you, or repeating back to another person what you heard them say to see if you understand them. | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | Making a formal presentation of your work on a project to industry professionals or community members.                                                      | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaboration                                                                                                                                                                                                                                                                                                                    | As part of a group project, deciding who will do different things by considering each person's knowledge, past experience, or other strengths.              | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | As part of a group project, making sure everyone gets to express their thoughts and feelings when there is a disagreement.                                  | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Information Literacy                                                                                                                                                                                                                                                                                                             | Looking for information sources for a project, figuring out what all the technical language means, and figuring out which sources are most trustworthy.     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Student Self-Assessment of Skills

| INSTRUCTIONS: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your practicum/work-based learning placement (how often did you practice this?) and then indicate what you believe your own skill level is currently in that skill area (how well do you do it?). |                                                                                                                                                                                              | Frequency during WBL placement |                          |                          |                          | Self-Rating of Skill Proficiency |                          |                          |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|--------------------------|
| Employability Skills                                                                                                                                                                                                                                                                                                             | Behaviors that demonstrate Employability Skills                                                                                                                                              | Never                          | Occasionally             | Often                    | Very Often               | Not Skilled                      | Some Skill               | Skilled                  | Very Skilled             |
| Technology Literacy                                                                                                                                                                                                                                                                                                              | <i>Making a decision about which technology is best for some purpose (for example, deciding when email or texting is better, and when talking by phone or video-conferencing is better).</i> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Initiative and Self-Direction                                                                                                                                                                                                                                                                                                    | <i>Thinking about the goal of a task and offering suggestions about how to proceed rather than just waiting for someone else to tell you what to do.</i>                                     | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | <i>Working independently on an assigned task, but asking for help when you need it, and keeping your supervisor informed of your progress.</i>                                               | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professionalism and Ethics                                                                                                                                                                                                                                                                                                       | <i>Learning to think and act like a professional.</i>                                                                                                                                        | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | <i>Deciding what the right thing to do is, and doing it.</i>                                                                                                                                 | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cultural/Global Competence                                                                                                                                                                                                                                                                                                       | <i>Taking differences like age and background into account in interacting with people.</i>                                                                                                   | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | <i>Learning how global issues (like economic and political conditions in different parts of the world) affect the work of the organization.</i>                                              | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adaptability and Flexibility                                                                                                                                                                                                                                                                                                     | <i>Learning a new skill required to complete a task or project.</i>                                                                                                                          | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | <i>Agreeing to change tasks when working on a group project to make sure the project got completed.</i>                                                                                      | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Productivity and Accountability                                                                                                                                                                                                                                                                                                  | <i>Completing assigned tasks on time and checking your work to make sure it is accurate and presentable.</i>                                                                                 | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                  | <i>Asking your co-workers and supervisor for suggestions on how you could improve your work.</i>                                                                                             | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2  
This document is part of the Work-Based Learning Implementation Guide.  
For more resources, see the WBL Toolbox: <https://tn.gov/education/article/wbl-toolbox>

## Proposed Externship Agenda

### Day 1: Cooper's Recycling LLC- 964 Airport Road, Livingston, TN

|             |                                                                                                        |
|-------------|--------------------------------------------------------------------------------------------------------|
| 8:00        | Arrival Time                                                                                           |
| 8:00-8:15   | Meet and greet with introductions                                                                      |
| 8:15-9:00   | Question & Answer session with appropriate stakeholders<br>(Owner, operators, supervisor, or designee) |
| 9:00-10:45  | Workplace observation and/or tour                                                                      |
| 10:45-11:00 | Wrap-up of teacher externship group                                                                    |
| 11:00-12:15 | Lunch                                                                                                  |

### OCS PD LAB

|            |                                                                                                                                                                                                                                                                       |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12:15-2:15 | STEAM and Project-Based Learning curriculum collaboration to<br>incorporate skills that are more complex such as problem-<br>solving, creating, designing, engineering as it relates to some<br>of those that students within the diesel mechanics might<br>encompass |
| 2:15-3:00  | Share and debrief with the group                                                                                                                                                                                                                                      |

## Proposed Externship Agenda

Day 2: Main Street Diesel, 905 E. Main Street, Livingston, TN

|             |                                                                                                                                                                                                                                                                                      |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00        | Arrival Time                                                                                                                                                                                                                                                                         |
| 8:00-8:15   | Meet and greet with introductions                                                                                                                                                                                                                                                    |
| 8:15-9:00   | Question & Answer session with appropriate stakeholders<br>(Owner, operators, supervisor, or designee)                                                                                                                                                                               |
| 9:00-10:45  | Workplace observation and/or tour                                                                                                                                                                                                                                                    |
| 10:45-11:00 | Wrap-up of teacher externship group                                                                                                                                                                                                                                                  |
| 11:00-12:15 | Lunch                                                                                                                                                                                                                                                                                |
| OCS PD LAB  |                                                                                                                                                                                                                                                                                      |
| 12:15-2:15  | Continuation of STEAM and Project-Based Learning curriculum<br>collaboration to incorporate skills that are more complex such<br>as problem-solving, creating, designing, engineering as it<br>relates to some of those that students within the diesel<br>mechanics might encompass |
| 2:15-3:00   | Share and debrief with the group                                                                                                                                                                                                                                                     |

## Proposed Externship Agenda

### Day 3: Fitzgerald Trucking, Hwy 111 South, Rickman, TN

|             |                                                                                                                        |
|-------------|------------------------------------------------------------------------------------------------------------------------|
| 8:00        | Arrival Time                                                                                                           |
| 8:00-8:15   | Meet and greet with introductions                                                                                      |
| 8:15-9:00   | Question & Answer session with appropriate stakeholders<br>(Owner, human resource, operators, supervisor, or designee) |
| 9:00-10:45  | Workplace observation and/or tour                                                                                      |
| 10:45-11:00 | Wrap-up of teacher externship group                                                                                    |
| 11:00-12:15 | Lunch                                                                                                                  |

#### OCS PD LAB

|            |                                                                                                                                                                                                                                                          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12:15-2:15 | STEAM and Project-Based Learning curriculum collaboration to incorporate skills that are more complex such as problem-solving, creating, designing, engineering as it relates to some of those that students within the diesel mechanics might encompass |
| 2:15-3:00  | Share and debrief with the group                                                                                                                                                                                                                         |

# **Overton County Teacher Externship Guide\***

\*Permission to use from University of California at Berkeley

## Table of Contents

|                                                                                   |    |
|-----------------------------------------------------------------------------------|----|
| *Introduction.....                                                                | 3  |
| What is a Teacher Externship?                                                     |    |
| Purpose                                                                           |    |
| Benefits                                                                          |    |
| Objectives, Outcomes, Schedule, Planned Activities and Resources .....            | 5  |
| Background Statement/Application .....                                            | 6  |
| Locating an Externship Host.....                                                  | 9  |
| Sample Letter                                                                     |    |
| Sample Telephone Contact Sheet                                                    |    |
| Agreements for a Successful Externship .....                                      | 11 |
| Agreement for Teacher Externship Host Site Participation .....                    | 12 |
| Permission to Photograph the Worksite and Employees .....                         | 15 |
| *Suggested Activities for the Externship.....                                     | 16 |
| *Employer – Teacher Extern Work Plan.....                                         | 18 |
| Reminders/ Checklist for a Successful Teacher Externship.....                     | 19 |
| *Teacher Externship Time Log .....                                                | 20 |
| Company Interviews .....                                                          | 21 |
| Workplace Learning Opportunities .....                                            | 24 |
| Skills Observation Form with Classroom Application Notes .....                    | 26 |
| Learning Audit of a Worksite .....                                                | 28 |
| Externship Journal.....                                                           | 31 |
| *Evaluation of Teacher Externship Program for Host Site/Employer .....            | 32 |
| Evaluation of Externship Program for Teachers.....                                | 34 |
| Sample Thank You Letter.....                                                      | 36 |
| Outline for a Lesson Plan(s) Developed as a Result of the Externship .....        | 37 |
| * denotes items that are beneficial for both educators and the employer/host site |    |

## **Introduction**

### ***What is a Teacher Externship?***

Teacher Externships offer a unique professional development opportunity connecting the classroom to the workplace. They provide an experience in which teachers spend time in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject in order to enrich and strengthen their teaching and bring relevance to student learning. Teacher externships “provide a peer-to-peer learning environment. Externships range from a day of job shadowing to longer externships that are usually project-based and can last as long as a full summer. Teacher externships offer a professional development experience that is often transformative for educators and their students.

In Career Academies teacher externships take on increased meaning as Career Technical Education teachers and Core Academic teachers build the bridge between skills-based and knowledge-based education. Teachers must constantly update their own knowledge and skills about current workplace practices, requirements, and tools by gaining on the ground understanding of economic and career trends that will affect their students with the goal of preparing them for college *and* careers. The externship experience helps teachers connect classroom content with students’ future career interests and helps students develop both the academic and technical skills required in the world they are preparing to enter.

### ***Purpose***

The purpose of a teacher externship is to engage in activities in business and industry and to learn how classroom content and learning strategies are applied in the workplace. Teachers improve their pedagogical practices by incorporating new methods, labor market information, and employment skills that meet current industry standards. The educational goal of an externship is to increase a teacher’s ability to connect theory and practice and bring an understanding of workplace practices and policies (e.g. problem solving methods, practical applications of theory, leadership concepts) into the classroom, thus increasing the relevance of student learning.



***Benefits to Teachers***

With first-hand exposure, teachers can design and implement classroom activities, projects and work-based learning opportunities that will add relevance and meaning to students' classroom learning. Externships provide a fresh perspective that lets teachers tie curriculum to real-world applications. They gain an increased ability to explain the value of what students are learning. This often leads to activities in which students work in groups, engaging in cooperative learning and open-ended real-life, problem-based assignments.

The externship experience offers an avenue for teachers to expand their industry-based knowledge and transfer this to the curriculum. Externships can be particularly powerful for teachers working on an interdisciplinary team, as in a Career Academy.

***Benefits to Employers***

Externships can inform educators about their expectations of employees in various positions and offer input to the curriculum, thereby contributing to the preparation of their future workforce. They can also become guest speakers, mentors, host field trips and job shadows, or offer internships for students. In addition they provide an avenue for educators to "market" their academy, spreading the word to students about their opportunities in the academy.

The benefits for teachers are many but, so too are the benefits for the hosting employer. Many companies do not have the means to give to their community through financial or equipment donations but are rich in what they can provide in training and experience. In-kind donations of time and expertise are immensely valuable and provide employers an opportunity to show their commitment to their community. Peer-to-peer experiences where educators and adults working in industry share their experiences provide valuable insights into the demands and challenges of education and the modern workplace and make learning more meaningful for students.

***Externship Objectives & Expected Outcomes:***

You should expect to learn how the experience translates to your work as a classroom teacher. You should be thinking about curriculum or products you hope to develop through this experience and how the externship experience will lead to improved student learning.

***Length of the time you will spend in the workplace:***

You will spend three full days or the equivalent of 24 hours in the workplace. The more time you spend the more you will learn and the more contacts you will make for future possibilities such as guest speakers, field trips and student job-shadows and internships.

***Externship Schedule***

The externship will occur during the month of June 2019 at an agreed upon time frame with the employer. Your Career Technical Education Director or Principal will provide the dates and times.

***Planned Activities***

See the list of planned activities, which may vary upon arrival at the company. Be prepared to be flexible and follow what the employer has planned for the days.

***Material Needs and Resources***

You should take a pen, notebook, and documents provided during teacher preparation which includes: the journal, the employer-teacher work plan, time log, interview questions, skills observation form, and learning audit of a worksite forms. You should wear comfortable shoes (no open toed shoes or sandals) and business casual clothing. Safety goggles will be provided by the company for observing certain areas of the company.

## Background Statement/Application

You may want to send a letter of introduction and/or background information either before or after you make contact with a prospective externship host. In any case having your information written down on a sheet of paper will help you think about what skills and experiences you bring to the experience and what you want to gain from the externship.

|                          |                      |
|--------------------------|----------------------|
| <b>Full Name:</b>        |                      |
| <b>Address:</b>          |                      |
| <b>Phone:</b>            | <b>Email:</b>        |
| <b>School:</b>           | <b>School phone:</b> |
| <b>Principal's name:</b> |                      |
| <b>School address:</b>   |                      |
| <b>School website:</b>   |                      |

### A. Education Background

|                                                        |
|--------------------------------------------------------|
| <b>Degree Major/Minor Subjects University/College:</b> |
| <b>Credentials:</b>                                    |

### B. Teaching Experience

|                                                                                    |
|------------------------------------------------------------------------------------|
| <b>List all courses you are currently teaching (include title, grade level(s))</b> |
|------------------------------------------------------------------------------------|

Describe your students' characteristics in two sentences:

Are you currently teaching full time?      YES              NO  
If no, percent time you are working:

Total years teaching (include this year):

List & briefly describe workshops, courses, or seminars completed within the last three years:

List committees on which you have served:

### **c. Specialized Skills and/or Interests**

**D: Previous Non-Teaching Work Experience**

|                        |                        |
|------------------------|------------------------|
| Employer               | Employer               |
| Location               | Location               |
| Job Description/Duties | Job Description/Duties |
| Dates                  | Dates                  |

**E. Resume**

Include a 1-2 page standard-format resume if you have it available.

**F. Emergency Contact Information**

|        |               |
|--------|---------------|
| Name:  | Relationship: |
| Phone: | Address:      |

|        |               |
|--------|---------------|
| Name:  | Relationship: |
| Phone: | Address:      |

Teresa W. Johnson  
Overton County School System  
302 Zachary Street, Livingston TN 38570  
tjohnson4@overtoncountyschools.net  
931-823-1287

Re: Externship Host Opportunity

Dear Mr. Steve Cooper:

Overton County School District, as part of our partnership within the GIVE grant, is requesting a teacher externship program for educators of Livingston Academy High School and appreciate that your company has agreed to partnering with us by hosting an externship opportunity at Coopers Recycling Company.

Employer surveys (conducted both locally and nationally) conclude that the majority of entry-level workers lack the basic skills and knowledge needed to be immediately productive in the workplace. In response to these trends, Overton County School District is working to increase student achievement and motivation through new teaching and learning strategies. This includes employers, teachers, counselors, parents and the community working more closely together. Through the use of innovative curriculum, hands-on real-world projects, and workplace experiences we are seeking to integrate the foundation skills of reading, writing and math with workplace skills such as problem solving, critical thinking, teamwork and use of technology in order to prepare all students for college and careers.

The teacher externship is designed to expose teachers to careers and work environments so they can work with high school students more effectively. It is an opportunity for teachers to observe first-hand what the 21<sup>st</sup> century workplace entails and to interact with business professionals. It allows teachers to provide links between the skills and knowledge taught in the classroom and those being used in the workplace so that we can better prepare young people for the workplace ready for the challenges there.

We are planning teacher externships to occur during the month of June 2020. Our goal is to offer an externship for 3 days or the equivalent of 21/24 hours at your company if you agree. We will contact you within the three to four days to discuss the opportunity. Please contact me if you have any questions or need additional information in the meantime at the Board of Education 931-823-1287.

Sincerely,

Teresa W. Johnson  
Career Technical Education Director

## Locating an Externship Host Sample Telephone Contact Sheet

Hello, my name is \_\_\_\_\_ and I am the CTE Director for \_\_\_\_\_. We would like to incorporate real-world experiences in our classroom and want our teachers to learn more about advanced manufacturing from your organization for that purpose. Your company has an excellent reputation as a manufacturer in the region and we hope we can partner with you to offer teacher externships for several of our educators. We are particularly interested in observing all aspects of the workflow in order to ensure a strong understanding of the various job types and what students must know to be prepared for the workforce. It would also be very helpful to have an overview of the company, understand required levels of education, salary ranges, typical workdays, and what our students should know so we can incorporate that information into lesson plans. Would your organization be open to hosting an externship for three days (24 hours) during the month of June, 2020?

Company Name \_\_\_\_\_

Primary Product/Service \_\_\_\_\_

Secondary Product/Service \_\_\_\_\_

Contact Name \_\_\_\_\_

Department \_\_\_\_\_

Main Telephone \_\_\_\_\_ Cell number \_\_\_\_\_ Fax \_\_\_\_\_

Address \_\_\_\_\_

Externship Date(s) \_\_\_\_\_ Time \_\_\_\_\_

Check-In Location \_\_\_\_\_

Directions to Company \_\_\_\_\_

Parking/Entrance/Security Information \_\_\_\_\_

Dress Requirements \_\_\_\_\_

## **Agreements for a Successful Externship**

It is useful to have an agreement between the teacher extern and the hosting organization to ensure what is expected and to ensure a successful experience.

The following information is meant to serve as a helpful example and starting point to develop a clear understanding of expectations and/or roles and responsibilities for each party involved.

### ***Teacher***

1. Attend orientation meeting(s) with the organizing entity and/or externship host scheduled for end of school year 2020 at Coopers Recycling Company's office.
2. Spend a total of three-days or the equivalent of 24 hours in the workplace.
3. Complete informational interviews with the key people during the externship.
4. Pay special attention to the types of competencies required.
5. Maintain a reflective journal/notes during the externship.
6. Develop at least one lesson plan based on the externship using the standards for your subject matter (TN Academic Standards).
7. Develop a summary, power point presentation or other professional development tool based on your experience that can be shared with colleagues.
8. Work with colleagues in a peer review process to strengthen lesson plans based on your experience.
9. Complete an evaluation of the externship experience.
10. Write a thank you note to the externship host.
11. Follow rules and regulations of your employer (the school district) and host.
12. Be punctual and properly dressed.
13. Notify the organizing entity of any problems that arise out of the externship.

### ***School District/CTE Director***

- Conduct an orientation meeting. Date set for the end of school year 2020 at Coopers Recycling Company's office.
- Provide a point of contact for the teacher, i.e. Principal or Assistant Principal
- Contacts business/industry/community partners to set up the externship.
- Handles any problems that affect or arise out of the externship.
- Provides an evaluation/feedback form for participants (teachers/host).



## Agreement for Teacher Externship Host Site Participation

(Modified for Multiple Educators on One Form)

|                             |                    |                        |                  |
|-----------------------------|--------------------|------------------------|------------------|
| <b>Host Site:</b>           |                    |                        |                  |
| <b>Site Contact Name:</b>   |                    |                        |                  |
| <b>Address:</b>             |                    |                        |                  |
| <b>Phone:</b>               |                    |                        |                  |
| <b>Educator Names:</b>      |                    |                        |                  |
|                             |                    |                        |                  |
|                             |                    |                        |                  |
|                             |                    |                        |                  |
| <b>School Name:</b>         |                    |                        |                  |
| <b>School Telephone:</b>    |                    | <b>Fax:</b>            |                  |
| <b>School Contact Name:</b> |                    | <b>Contact Number:</b> |                  |
| <b>Externship Duration</b>  | <b>Days/Weeks:</b> | <b>Start date:</b>     | <b>End date:</b> |

**Host site agrees to develop a teacher externship that will:**

1. Provide a point of contact for the educator/s.
2. Impart knowledge of career opportunities, organizational issues, hiring trends and skills required for work in the industry by providing teachers the opportunity to conduct informational interviews, shadow employees, make observations and collect appropriate materials.
3. Give the teacher the opportunity to make observations and perform tasks that will enhance understanding and skills in specific areas related to their teaching.
4. Provide an opportunity to observe and experience the types of competencies used in jobs.
5. Report to the district and/or principal any problems or concerns that may arise during the course of the externship by calling \_\_\_\_\_ who should this be?
6. Maintain an adequate and safe training station and tools, which meet state and federal health and safety rules and regulations.

7. Inform teacher externs of all applicable rules, regulations and safety precautions established by federal or state law, regulation, or by the company.
8. Complete an evaluation of the externship program.

## **1. Insurance**

The District shall carry and maintain for the duration of this agreement self-insurance of the following types and amounts:

- a. Comprehensive General Liability
- b. Workers' Compensation Insurance

The Externship Host shall carry and maintain for the duration of this agreement insurance policies with insurance companies reasonably satisfactory to District of the following types and amounts:

Comprehensive General Liability Insurance coverage with minimum combined single limits of one million dollars (\$1,000,000.00) per occurrence.

Each party shall name the other as an additional insured on its own insurance policy or coverage.

Each party shall provide a certificate of insurance to the other party evidencing the above coverage.

## **2. Indemnification/Hold Harmless**

District shall indemnify, defend, and hold harmless Affiliate, its employees, director, officers, agents, independent contractors, parent, or subsidiary companies (collectively "the Affiliate" for the purpose of this paragraph) from all losses, damages, liabilities, claims actions, or judgments arising out of injury, death, property damages or other cause, based or asserted upon any act, omission, or negligence of District, its officers, employees, agents or independent contractors (collectively "the District" for the purpose of this paragraph) related to the performance of any activity contemplated by this Agreement except for the sole negligence or willful misconduct of Affiliate. In meeting this obligation, District shall have the right to designate legal counsel to defend the Affiliate.

Affiliate shall indemnify, defend, and hold harmless District, its officers, employees, board members, agents or independent contractors from all losses, damages, liabilities, claims, actions, or judgments arising out of injury, death, property damage or other cause, based or asserted upon any act, omission, or negligence of Affiliate related to the performance of any activity contemplated by this Agreement except for the sole negligence or willful misconduct of District. In meeting this obligation, Affiliate shall have the right to designate legal counsel to defend District.

This provision shall survive termination of this Agreement.

### 3. Termination

This Agreement may be terminated by the mutual written consent of the parties or by one party serving written notice to the other party within \_\_\_\_ days. Do we need this language?

### 4. Notices

Notices shall be sent to the following addresses:

**District Address:**

**Employer Address:**

### 5. Entire Agreement

No change, modification, or addition to this Agreement shall be effective unless in writing and signed by both parties. This Agreement constitutes the entire understanding between the parties and supersedes any prior negotiations, understandings, and agreements, written or oral with respect to any activity contemplated herein.

IN WITNESS THEREOF, the parties hereto executed this Agreement on \_\_\_\_\_, 20\_\_\_\_.

|                                            |             |
|--------------------------------------------|-------------|
| <b>Authorized District Representative</b>  | <b>Date</b> |
| <b>Authorized Affiliate Representative</b> | <b>Date</b> |

## Permission to Photograph the Worksite and Employees

Taking photos of the worksite and employees during a teacher externship often provides a valuable resource for teachers and students once teachers return to the school site. Please grant permission to use these photographs in teacher created curriculum, on the school website, in school newsletters, in brochures, in power point presentations, and so on. The photographs will never be sold and will be used exclusively for educational purposes.

\_\_\_\_\_ YES. I grant you permission to use photos taken during the teacher externship.

OR

\_\_\_\_\_ NO. Please do NOT take or use any photos.

Host Site Signature of Permission: \_\_\_\_\_

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Company Name: \_\_\_\_\_

Contact Information:

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUGGESTED ACTIVITIES FOR A TEACHER EXTERNSHIP**

1. Visit a variety of departments and functions within the company to obtain a full view of the opportunities available.
2. Take a brief tour of the facilities and departments:
  - ☐ offices
  - ☐ meeting rooms
  - ☐ copy rooms
  - ☐ kitchen/cafeteria
  - ☐ common areas, "water cooler", bulletin boards/announcements
  - ☐ training facilities
  - ☐ other: \_\_\_\_\_
3. Receive an orientation to the "human resources" department/functions:
  - ☐ application materials
  - ☐ job listings
  - ☐ working conditions and benefits (hours, flexibility, vacation/leave opportunities, pension/profit-sharing plans, other incentives)
  - ☐ summer hire programs
  - ☐ sample resumes
  - ☐ salary ranges for various positions
  - ☐ performance review processes and tools
4. Conduct informational interviews; obtain information on the following:
  - ☐ the variety of occupations and positions in your industry, company and department
  - ☐ educational and skill requirements for your position and others in your department
  - ☐ the career path you took to your position
  - ☐ "a day in the life..."
  - ☐ common and more unusual problems and challenges
  - ☐ quality and performance standards and measurement
  - ☐ "what I like most and least about working in this industry"
  - ☐ current and future skill needs
  - ☐ short- and long-term industry trends
5. Obtain materials that help shed light on the company and industry:
  - ☐ organization chart
  - ☐ annual report
  - ☐ brochures
  - ☐ sample products: reports, presentation materials, film clips, photographs

6. Observe:
  - ☐ meetings
  - ☐ informal "coffee talk"
  - ☐ presentations
  - ☐ interviews
  - ☐ screenings
  - ☐ lunch time/breaks
7. If appropriate, plan a project and ask for:
  - ☐ instructions and opportunities for questions and dialogue
  - ☐ tools
  - ☐ timeline
8. Work in a given position for some period of time, under the supervision of someone who can provide orientation and training in that job.

## EMPLOYER-TEACHER EXTERN WORK PLAN

Do you want to use this form?

|                               |
|-------------------------------|
| <b>Externship Host Site:</b>  |
| <b>Supervisor's Name:</b>     |
| <b>Teacher Extern's Name:</b> |

**Work Plan (To be developed by employer and Teacher-Extern)**

|                                      |
|--------------------------------------|
| <b>Period of Externship (Dates):</b> |
| <b>Number of hours:</b>              |
| <b>Teacher Extern signature:</b>     |

**Host Site signature:**

### **Reminders/Checklist for a Successful Teacher Externship**

- ☐ Confirm the date(s), time(s), arrival location and parking location for your externship with your Principal or CTE Director. Ask about lunch – should you bring one, will they provide one, will you go out to lunch with others?
- ☐ Wear appropriate attire for the host site.
- ☐ Arrive at the agreed upon time.
- ☐ Read/review the company handbook if provided.
- ☐ Follow all company guidelines and rules of confidentiality.
- ☐ Act professionally at all times.
- ☐ Stay actively engaged at all times.
- ☐ Bring a copy of the work plan to the host site. (may not need this if you want to eliminate the work plan (See above page).
- ☐ Give employees time to answer your questions; let them do most of the talking.
- ☐ Be enthusiastic about what you see and can do.
- ☐ Bring a copy of SCANS Skills document, 21<sup>st</sup> Century skills document and any other forms that might be useful throughout the day. Do you plan to use this document? It begins on page 43 of the original guide.
- ☐ Complete detailed notes that you will use to help develop your lesson plans.
- ☐ Be on the alert to connect and partner with key individuals who can serve as resources to your education community.
- ☐ Go beyond the needs of your own classroom and keep in mind others who could use the connections and resources.
- ☐ Thank people you visit with for hosting your externship.
- ☐ Leave at the agreed upon time.
- ☐ Send a thank you note.



## Teacher Externship Time Log (Is this form needed?)

**Name of Teacher Extern:**

**Name of Host Site:**

| Date               | Time In | Time Out | Hours | Description of activities: jobs shadowed, informational interviews, projects assisted, etc. |
|--------------------|---------|----------|-------|---------------------------------------------------------------------------------------------|
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
|                    |         |          |       |                                                                                             |
| <b>TOTAL HOURS</b> |         |          |       |                                                                                             |

**Teacher Intern signature:**

**Date:**

**Host Site signature:**

**Date:**

## Company Interview Questions

### ***Supervisor Questions (submit these questions prior to externship.)***

1. Will you provide an orientation to the teachers and include the following or other important information?
2. A brief description of your company.
3. An organizational chart showing how your company is structured.
4. Number of people employed by the company.
5. How technology has affected the company.
6. Suggestions on what should be taught in classroom to prepare students for employment in your company.
7. Provide recommendation to strengthen the relevance of school to the workplace.
8. Local labor markets' information regarding your field increasing, decreasing or remaining steady.
9. Areas of new job growth, if any.
10. Expected labor market changes in the next five years, if any.
11. Skills required of entry-level employees.
12. Skills recommended for workers in the field who wish to advance.
13. Industry certifications that are desirable for a prospective employee.
14. New technologies emerging in this field.

***Human Resource Questions (Company may not have an HR Department) These questions could be asked of the plant manager or CEO/President. What do you think?***

1. What job types do you employ i.e. mechanical engineer, machinist, welder, production manager, etc.?
2. What job types do you expect to be in greatest demand within the next five years?
3. What level of education, training, skills, or experiences does an applicant need for an entry-level position?
4. What are some of the core abilities/ skills for a new hire in entry-level positions?
5. What should we be teaching to prepare students for employment in your company?
6. Do you have ideas or materials a teacher could use in the classroom?
7. What is the entry-level wage?
8. How do you find new employees?
9. What training do you give employees?
10. How do you evaluate employees?
11. What is your company policy on attendance/tardiness?
12. What advice would you give a student who is interested in working here?
13. Do you provide education benefits such as tuition reimbursement?
14. Do you have a policy on community involvement?

15. What would you recommend teachers do to strengthen the relevance of school to the workplace?

***Employee Questions (may need to find a clever way to ask questions that will not impact production assuming you want the educators to ask some questions.)***

1. Please describe your typical workday or your main responsibilities?
2. How long have you been with the company?
3. What level of education or training is needed for your position?
4. What academic and technical skills are required for your position?
5. What should I be teaching students to prepare them for employment here?
6. How has technology affected your position?
7. What are your work hours?
8. What are the positive aspects of your job?
9. What are the negative aspects of your job?
10. What advice would you give a student who is interested in working in your job?
11. What would you recommend teachers do to strengthen the relevance of school to the workplace?
12. Would you be willing to participate on an advisory board?
13. Would you be willing to speak to my class?

## WORKPLACE LEARNING OPPORTUNITIES<sup>1</sup> (Complete After Externship) Is this correct?

*This tool is designed to help you get a better understanding of the level of complexity of the tasks that are performed at a worksite. For each of the competency areas listed below, please circle the level at which the employees must perform.*

### Math

1  
Not used on the job

2  
Perform simple  
arithmetic computations

3  
Perform complex  
computations  
(e.g., calculate interest  
rates, convert to metric  
system)

### Writing

1  
Not used on the job

2  
Write simple messages

3  
Perform more complex  
writing tasks (e.g., letters,  
sequential written  
directions)

### Reading

1  
Not used on the job

2  
Read simple directions  
(e.g., labels, memos, filing  
directives)

3  
Read more complex  
materials  
(e.g., instructional  
manuals, reports)

### Task Complexity

1  
Perform simple one-step  
tasks

2  
Perform multi-step tasks

3  
Perform more than one  
multi-step task  
simultaneously

<sup>1</sup> Almeida, C. & Steinberg, A. (Eds.). (2001). *Connected Learning Communities: A Toolkit for Reinventing High School*. Boston, MA: Jobs for the Future, 77.

### Planning and Decision Making

|                                 |                                                                         |                                                                   |
|---------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1                               | 2                                                                       | 3                                                                 |
| Not a responsibility of the job | Assist in planning steps<br>Required to complete multi-step assignments | Identifies alternative methods to complete assignments/plan steps |

### Problem Solving and Trouble-Shooting

|                                                            |                                                                      |                                                                            |
|------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1                                                          | 2                                                                    | 3                                                                          |
| Identify problems when performing routine work assignments | Identify problems and possible solutions to routine work assignments | Perform complex, non-routine work assignments that require problem solving |

### Computer Technology

|                                 |                                                                |                                                                                                |
|---------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1                               | 2                                                              | 3                                                                                              |
| No use of a computer on the job | Use a computer for simple word processing and data-entry tasks | Use a computer as a tool for more complex assignments such as spreadsheets, graphs, and charts |

### Other Technology

|                                       |                               |                                                                             |
|---------------------------------------|-------------------------------|-----------------------------------------------------------------------------|
| 1                                     | 2                             | 3                                                                           |
| No use of other technology on the job | Perform basic technical tasks | Perform advanced technical tasks such as helping maintain computer networks |

### Client / Customer Service

|                                                            |                                   |                                                            |
|------------------------------------------------------------|-----------------------------------|------------------------------------------------------------|
| 1                                                          | 2                                 | 3                                                          |
| No interaction with clients / customers on a regular basis | Convey simple messages to clients | Handle client/customer questions and requests for services |

**Oral Communication**

1  
Job-related  
communications consist  
mainly of asking  
and answering questions

2  
Prepare and convey  
simple ideas and  
information  
for co-workers and/or  
external clients

3  
Prepare and convey  
complex ideas and  
information  
to co-workers and /or  
external clients

**Organize and Analyze Information**

1  
File and organize  
materials

2  
Prioritize information  
in a systematic way

3  
Read, analyze,  
and interpret complex  
information

## Skills Observation Form with Classroom Application Notes

Please note the skills and personal qualities you observe during your externship that are necessary for solid job performance. Record the ways you see these skills being used and then consider how you could incorporate teaching these skills in your classroom.

| Basic Skills                                    | The Way the Skill Is Being Used        | Classroom Application        |
|-------------------------------------------------|----------------------------------------|------------------------------|
| Listening                                       |                                        |                              |
| Speaking                                        |                                        |                              |
| Appropriate Attire                              |                                        |                              |
| Body Language                                   |                                        |                              |
| Team Interactions                               |                                        |                              |
| Technology Used                                 |                                        |                              |
| Quality Control                                 |                                        |                              |
| Customer Service                                |                                        |                              |
| Selecting and using appropriate tools/equipment |                                        |                              |
| <b>Academic Skills</b>                          | <b>The Way the Skill Is Being Used</b> | <b>Classroom Application</b> |
| Reading                                         |                                        |                              |
| Writing                                         |                                        |                              |
| Mathematics                                     |                                        |                              |
| Scientific Concepts                             |                                        |                              |
| Historical Perspective                          |                                        |                              |
|                                                 |                                        |                              |



|                                       |                                        |                              |
|---------------------------------------|----------------------------------------|------------------------------|
| Foreign Language                      |                                        |                              |
| <b>Thinking Skills</b>                | <b>The Way the Skill Is Being Used</b> | <b>Classroom Application</b> |
| Creative thinking                     |                                        |                              |
| Decision making                       |                                        |                              |
| Problem solving                       |                                        |                              |
| Seeing things mentally                |                                        |                              |
| Knowing how to learn                  |                                        |                              |
| Reasoning                             |                                        |                              |
| Negotiating                           |                                        |                              |
| Monitoring and Correcting Performance |                                        |                              |
| Designing or Improving Systems        |                                        |                              |
| Acquiring and evaluating data         |                                        |                              |
| <b>Personal Qualities</b>             | <b>The Way the Skill Is Being Used</b> | <b>Classroom Application</b> |
| Individual Responsibility             |                                        |                              |
| Sociability                           |                                        |                              |
| Integrity                             |                                        |                              |
| Time Management                       |                                        |                              |
| Respecting Diversity                  |                                        |                              |

## LEARNING AUDIT OF A WORKSITE <sup>2</sup>

*The tool can be used in full or in part depending on the amount of time teachers have at the worksite. Teachers and other staff can work individually or in a team. If time at a worksite is limited, participants can complete Part C later.*

### **A. Skills and Knowledge at Work**

Using a combination of observation and interviews, try to record examples of at least one of the first three and at least two from the last five:

- 1 Technical skills people are using:
- 2 Interpersonal skills people are using:
- 3 Additional skills or personal qualities the job(s) seem to require:
- 4 Applications of mathematical reasoning / approaches in this workplace:
- 5 How /where writing and other communications skills are in use:
- 6 What types of materials people read as part of their work:
- 7 Applications of scientific concepts or methods:
- 8 How art and creative expression fit into this workplace:

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<sup>2</sup> Almeida, C. & Steinberg, A. (Eds.). (2001). *Connected Learning Communities: A Toolkit for Reinventing High School*. Boston, MA: Jobs for the Future, 81.

## **B. Problems and Projects at Work**

Through interviews, observations, and your imagination, come up with an example of a routine problem staff might deal with in this organization and, if time allows, a complex one:

- 1 A routine problem or issue people deal with in this organization:
  
  
  
  
  
  
  
  
  
  
- 2 A more complex challenge or problem that requires investigation and the contribution of several people:

## **C. Opportunities and Resources at Work**

Individually or in small groups come up with ideas for the following questions. Be open-minded and creative:

- 1 What activities might the student be involved in at the work site(s) that would enhance his/her applied learning and academic skills?

- 2 What essential questions could a student investigate through work experience at the site(s)? Consider how the question:
- (a) relates to the discipline(s) you teach
  - (b) is grounded in actual problems or processes at the workplace
  - (c) might capture the interest of a student

- 3 What curricula ideas emerged from your visit?

## Externship Journal

|                   |       |
|-------------------|-------|
| Extern Host Site: |       |
| Date:             | Time: |
| Department Name:  |       |
| Contact Name:     |       |
| Title:            |       |
| email/telephone:  |       |

### Daily activities (list):

### Comments on the activities you observed:

### Questions to ask:

### Observations linking classroom content to future careers:

### Notes and other comments:

## Evaluation of Teacher Externship Program by Host Site/Employer

|                                                    |              |               |                      |
|----------------------------------------------------|--------------|---------------|----------------------|
| <b>Host Site/Company:</b>                          |              |               |                      |
| <b>Contact</b> (Individual Completing Evaluation): |              |               |                      |
| <b>Position:</b>                                   |              |               |                      |
| <b>Telephone:</b>                                  |              | <b>email:</b> |                      |
| <b>Externship Dates</b>                            | <b>From:</b> | <b>To:</b>    | <b>Today's Date:</b> |

**Please rate the externship program by circling the number that best represents your view:**

| 1<br>Strongly<br>Disagree                                                                                                                                   | 2<br>Disagree | 3<br>Agree<br>Somewhat | 4<br>Agree | 5<br>Strongly<br>Agree | N/A<br>Not<br>Applicable |   |   |   |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------|------------|------------------------|--------------------------|---|---|---|-----|
| I was contacted in enough time to make plans for hosting a teacher extern. Comment:                                                                         |               |                        |            | 1                      | 2                        | 3 | 4 | 5 | N/A |
| I received the information I needed to set up the externship. Comment:                                                                                      |               |                        |            | 1                      | 2                        | 3 | 4 | 5 | N/A |
| My role in providing an externship was clear. Comment:                                                                                                      |               |                        |            | 1                      | 2                        | 3 | 4 | 5 | N/A |
| The amount of time allotted was: <input type="checkbox"/> just about right <input type="checkbox"/> too long <input type="checkbox"/> too short<br>Comment: |               |                        |            |                        |                          |   |   |   |     |
| The teacher extern was able to obtain information about my company and my industry that will be useful for students. Comment:                               |               |                        |            | 1                      | 2                        | 3 | 4 | 5 | N/A |
| The teacher extern was able to perform a function and/or produce a product that was of benefit to my company.                                               |               |                        |            | 1                      | 2                        | 3 | 4 | 5 | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |   |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-----|
| Comment:                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |     |
| I would host another teacher/faculty-extern next year.<br>Comment:                                                                                                                                                                                                                                                                                                                                                          | 1 | 2 | 3 | 4 | 5 | N/A |
| I would host another teacher/faculty-extern, but for a <input type="checkbox"/> shorter <input type="checkbox"/> longer time period.<br>Comment:                                                                                                                                                                                                                                                                            |   |   |   |   |   |     |
| What could have been done to help make the experience more valuable for you or your company?<br>Comment:                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |     |
| <p>I would like to offer opportunities to students (check all that apply):</p> <p><input type="checkbox"/> visit the classroom as a guest speaker</p> <p><input type="checkbox"/> provide informational interviews with employees</p> <p><input type="checkbox"/> job shadowing</p> <p><input type="checkbox"/> unpaid internship</p> <p><input type="checkbox"/> paid internship</p> <p><input type="checkbox"/> other</p> |   |   |   |   |   |     |
| Other Comments:                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |   |     |

THANK YOU FOR YOUR TIME AND INPUT

## Evaluation of Externship Program for Teachers

Thank you for participating in the externship. In an effort to improve the experience for both educators and the host site/employer, please take the time to complete this form.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Host Site/Employer: \_\_\_\_\_

Employee(s) Shadowed: \_\_\_\_\_

Date(s) Shadowed: \_\_\_\_\_ # of Hours: \_\_\_\_\_

|                                                                                                                                                                        |                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1. The externship was connected to my subject matter expertise? Comment:                                                                                               | Disagree<br>Agree<br><br>1      2      3      4<br>5 |
| 2. The experience made me more aware of workplace readiness (problem solving, technology, communication) required by the employer. Comment:                            | 1      2      3      4<br>5                          |
| 3. Discussions with the employer focused on the academic preparation required for the occupation(s) observed. Comment:                                                 | 1      2      3      4<br>5                          |
| 4. During the experience, I was able to identify ways in which I could incorporate skills needed in the occupation(s) observed into my classroom instruction. Comment: | 1      2      3      4<br>5                          |
| 5. The information I received prior to the externship provided an adequate and clear understanding of what to expect. Comment:                                         | 1      2      3      4<br>5                          |



|                                                                                            |                                                |
|--------------------------------------------------------------------------------------------|------------------------------------------------|
|                                                                                            |                                                |
| 6. The amount of time I spent as an extern was appropriate. Comment:                       | <div>1      2      3      4</div> <div>5</div> |
| 7. What could have been done to help make the experience more meaningful for you? Comment: |                                                |
| 8. Would you participate in an externship again? Comment:                                  | Yes _____ No _____                             |
| General Comments:                                                                          |                                                |

## Sample Thank-You Letter

Printed on school letterhead

Your Name  
School  
Address  
City, State, Zip Code

Name of Contact Person  
Name of Host Site/Employer  
Address  
City, State, Zip Code

Date

Dear Mr./Ms. \_\_\_\_\_:

Thank you for your time and willingness to host me as a teacher extern. I observed a variety of skills and competencies that I plan to implement in my \_\_\_\_\_ class. As a result of my experience with (name of site) \_\_\_\_\_ I will be more successful at helping students understand the connection between the classroom and workplace skills necessary for success. Through my externship experience I learned \_\_\_\_\_ and will use this new knowledge help students to be more prepared to transition to college and careers.

Sincerely,

Your Name  
Title

## **Outline for a Lesson Plan(s) Developed As a Result of the Externship**

As you develop your lesson plan(s) be sure to review your curriculum (for either or both the Career Technical and/or Academic Content) standards to find the area(s) that best integrate with the activities you observed or engaged in during your externship.

### **KEY CONCEPT(S):**

Standard(s): \_\_\_\_\_ (number i.e. C11.0)

Summary:

### **OBJECTIVES:**

**CAREER TECHNICAL SKILLS & KNOWLEDGE:** *(try to rely on the CTE standards here even if you are an academic teacher)*

**ACADEMIC KNOWLEDGE & SKILLS:** *(try to rely on the Subject Matter Content Standards here even if you are a CTE teacher)*

### **INTEGRATION POSSIBILITIES:**

### **PROJECT-BASED LEARNING OPPORTUNITIES:**

**RESOURCES/MATERIALS NEEDED:**

**MOTIVATIONAL OPENER:**

**LEARNING ACTIVITIES:**

**HOMEWORK:**

**ASSESSMENT / CULMINATING PROJECT / EVALUATION:**

**CLOSURE:**

**LESSON PLAN REFLECTION:**



CTE



CTE

## Tennessee Work Ethic Distinction Standards

1. Attendance Standard
  - (1 pt.) Student has no more than 5 absences from school during the senior year.
  - (2 pts.) Student has no more than 3 absences from school during the senior year.
  - (3 pts.) Student has no more than 1 absence from school during the senior year.
2. Absence Standard
  - (1 pt.) Student has no more than one unexcused absence from school during the senior year.
  - (2 pts.) Student has no unexcused absences from school during the senior year.
3. Tardiness Standard
  - (1 pt.) Student has no more than two unexcused tardies to school during the senior year.
  - (2 pts.) Student has no more than one unexcused tardy to school during the senior year.
4. Discipline Standard
  - (1 pt.) Student has no more than one discipline referral during the senior year.
  - (2 pts.) Student has no discipline referrals during the senior year.
5. Overall Grade Point Average Standard
  - (1 pt.) Student has an overall GPA of 2.0 to 2.9
  - (2 pts.) Student has an overall GPA of 3.0 to 3.4
  - (3 pts.) Student has an overall GPA of 3.5 or above
6. Drug Free Standard
  - (5 pts.) Student voluntarily presents written proof as being drug free.
7. Career and Technical Education (CTE) Coursework Standard
  - (1 pt.) Student has successfully completed at least one CTE course by the end of the senior year.
  - (2 pts.) Student has successfully completed two CTE courses by the end of the senior year.
  - (3 pts.) Student has successfully completed three or more CTE courses by the end of the senior year.
8. Career and Technical Education (CTE) Competition Standard
  - (1 pt.) Student has competed in an approved district/regional level CTE competition or earned an achievement recognition during high school.
  - (2 pts.) Student has competed in an approved state level CTE competition or earned a state achievement recognition during high school.
  - (3 pts.) Student has competed in an approved national level CTE competition or earned a national achievement recognition during high school.
9. TN Promise Standard
  - (2 pts.) Student has fulfilled all requirements for TN Promise, including the required 8 hours of community service.
10. Dual Enrollment/Credit Standard
  - (2 pts.) Student has successfully completed a Dual Enrollment, Dual Credit, or Advanced Placement course and has been granted credit by any accredited post-secondary institution during or before the senior year.
11. Industry Certification Standard
  - (2 pts.) Student has received a national industry certification during or before the senior year.  
(i.e., Snap-on Metering Certificate, CNA, Mechatronics Siemens Level 1 Certification, etc.)
12. Enrollment in Post-Secondary Standard
  - (2 pts.) Student is registered or has applied at a post-secondary institution for the fall of the graduating year.
13. Progress towards the ACT National Career Readiness Certificate (NCRC) (based off of ACT)
  - (2 pts.) Student is at a predicted Bronze Level Career Readiness Certificate.
  - (4 pts.) Student is at a predicted Silver Level Career Readiness Certificate.
  - (6 pts.) Student is at a predicted Gold or Platinum Level Career Readiness Certificate.
14. Industry Awareness Standard
  - (1 pt.) Student has participated in one industry awareness event during the senior year.
  - (2 pts.) Student has participated in more than one industry awareness event during the senior year.
  - (3 pts.) Student has earned credit in a work based learning activity before or during their senior year.

\*To receive the Work Ethic Distinction a student must earn  
a minimum of 20 points and a regular diploma\*

| 1 | Attendance Standard | Date | Points | Total Points Earned |
|---|---------------------|------|--------|---------------------|
|   | No Absent Day or 1  |      | 3      |                     |
|   | Absent Day 2        |      | 2      |                     |
|   | Absent Day 3        |      | 2      |                     |
|   | Absent Day 4        |      | 1      |                     |
|   | Absent Day 5        |      | 1      |                     |
|   | Absent Day 6        |      | 0      |                     |

| 2 | Absence Standard     | Date | Points | Total Points Earned |
|---|----------------------|------|--------|---------------------|
|   | No Unexcused Absence |      | 2      |                     |
|   | Unexcused Absence 1  |      | 1      |                     |
|   | Unexcused Absence 2  |      | 0      |                     |

| 3 | Tardiness Standard | Date | Points | Total Points Earned |
|---|--------------------|------|--------|---------------------|
|   | No Tardy or 1      |      | 2      |                     |
|   | Tardy 2            |      | 1      |                     |
|   | Tardy 3            |      | 0      |                     |

| 4 | Discipline Standard    | Date | Points | Total Points Earned |
|---|------------------------|------|--------|---------------------|
|   | No Discipline Referral |      | 2      |                     |
|   | Referral 1             |      | 1      |                     |
|   | Referral 2             |      | 0      |                     |

| 5 | Overall Grade Point Average Standard | GPA | Points | Total Points Earned |
|---|--------------------------------------|-----|--------|---------------------|
|   | 3.5 or above                         |     | 3      |                     |
|   | 3.0 to 3.4                           |     | 2      |                     |
|   | 2.0 to 2.9                           |     | 1      |                     |

| 6 | Drug Free Standard                               | Date | Points | Total Points Earned |
|---|--------------------------------------------------|------|--------|---------------------|
|   | Student has submitted proof of a clean drug test |      | 5      |                     |

| 7 | CTE Coursework Standard | Date | Points | Total Points Earned |
|---|-------------------------|------|--------|---------------------|
|   | 1 Completed CTE Course  |      | 1      |                     |
|   | 2 Completed CTE Courses |      | 2      |                     |
|   | 3 Completed CTE Courses |      | 3      |                     |

| 8 | CTE Competition Standard                                                     | Date | Points | Total Points Earned |
|---|------------------------------------------------------------------------------|------|--------|---------------------|
|   | Competed at the District/Regional Level or earned an achievement recognition |      | 1      |                     |
|   | Competed at the State Level or earned a state achievement recognition        |      | 2      |                     |
|   | Competed at the National Level or earned a national achievement recognition  |      | 3      |                     |

|   |                                                                                                          |        |                     |
|---|----------------------------------------------------------------------------------------------------------|--------|---------------------|
| 9 | <b>TN Promise Standard</b>                                                                               | Points | Total Points Earned |
|   | Student has fulfilled all requirements for TN Promise, including the required hours of community service | 2      |                     |
|   | Date and Service Performed:                                                                              |        |                     |

|    |                                                                               |        |                     |
|----|-------------------------------------------------------------------------------|--------|---------------------|
| 10 | <b>Dual Enrollment / Credit Standard / Advanced Placement</b>                 | Points | Total Points Earned |
|    | Student has been granted credit by any accelerated post-secondary institution | 2      |                     |
|    | Date and Course:                                                              |        |                     |

|    |                                                                                                                                                                                 |        |                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------|
| 11 | <b>Industry Certification Standard</b>                                                                                                                                          | Points | Total Points Earned |
|    | Student received a national industry certification during or before the senior year (i.e., Snap-on Metering Certificate, CNA, Mechatronics Siemens Level 1 Certification, etc.) | 2      |                     |
|    | Date and Certification:                                                                                                                                                         |        |                     |

|    |                                                                  |        |                     |
|----|------------------------------------------------------------------|--------|---------------------|
| 12 | <b>Enrollment in Post-Secondary Standard</b>                     | Points | Total Points Earned |
|    | Student has applied at a post-secondary institution for the fall | 2      |                     |
|    | Institution:                                                     |        |                     |

|    |                                                                               |        |                     |
|----|-------------------------------------------------------------------------------|--------|---------------------|
| 13 | Progress toward the ACT National Career Readiness Certificate Standard (NCRC) | Points | Total Points Earned |
|    | Student is at predicted Bronze Level Career Readiness Certificate             | 2      |                     |
|    | Date:                                                                         |        |                     |
|    | Student is at predicted Silver Level Career Readiness Certificate             | 4      |                     |
|    | Date:                                                                         |        |                     |
|    | Student is at predicted Gold or Platinum Level Career Readiness Certificate   | 6      |                     |
|    | Date:                                                                         |        |                     |

| 14 | Industry Awareness Standard                                                                                         | Points | Total Points Earned |
|----|---------------------------------------------------------------------------------------------------------------------|--------|---------------------|
|    | Student has participated in one industry awareness event<br>Date and Event:                                         | 1      |                     |
|    | Student has participated in more than one industry awareness event<br>Date and Event:                               | 2      |                     |
|    | Student has earned credit in a work based learning activity during or before their senior year<br>Date and Company: | 3      |                     |

|              |  |
|--------------|--|
| Total Points |  |
|--------------|--|

Certified By

Title

Signature

Date



Upper Cumberland

**CTE**

**CAREER & TECHNICAL EDUCATION**

**Upper Cumberland School Districts**

Bledsoe, Cannon, Clay, Cumberland, DeKalb,  
Fentress, Jackson, Macon, Overton, Pickett, Putnam,  
Smith, Trousdale, Van Buren, Warren, White, York Institute

**Upper Cumberland School Districts  
Work Ethic Distinction Standard  
District and Business Memorandum of Understanding**

The Upper Cumberland School Districts would like to partner with the local business community to provide the names and contact information of all students who have met the rigorous requirements of the Work Ethic Distinction Standard. Upper Cumberland School District Graduates will have the opportunity to be interviewed for employment by partner businesses upon completion of an application and all pre-employment requirements but are not guaranteed a position. The Memorandum of Understanding below defines the agreement between the Upper Cumberland School Districts and the Partner businesses. It is our goal as Upper Cumberland School Districts to produce a trained and/or trainable workforce for our community and to that end we strive to produce graduates that have the work readiness skills that employers need to be productive and prosperous businesses.

In order to receive recognition as a career ready student at graduation the student would have to earn a minimum of 20 points from the Upper Cumberland School District Work Ethic Standard document. Evidence of point accumulation would be on file in the student's portfolio and will be accessible to all employers for review upon request.

**Upper Cumberland School Districts Agree To:**

- Provide the names and contact information of all students who at graduation are recognized as completing the Work Ethic Distinction Standard.
- List the names of all businesses who partner with the Upper Cumberland School Districts as a Work Ethic Distinction Standard partner business.

**Business Partners Agree To:**

- Interview students who have completed the Work Ethic Distinction Standard for an open position upon application and meeting all pre-employment requirements.

  
Upper Cumberland School District Director of Schools

  
CEO, Business Partner





Upper Cumberland

# CTE

CAREER & TECHNICAL EDUCATION

## Upper Cumberland School Districts

Bledsoe, Cannon, Clay, Cumberland, DeKalb,  
Fentress, Jackson, Macon, Overton, Pickett, Putnam,  
Smith, Trousdale, Van Buren, Warren, White, York Institute

### Upper Cumberland School Districts Work Ethic Distinction Standard District and Business Memorandum of Understanding

The Upper Cumberland School Districts would like to partner with the local business community to provide the names and contact information of all students who have met the rigorous requirements of the Work Ethic Distinction Standard. Upper Cumberland School District Graduates will have the opportunity to be interviewed for employment by partner businesses upon completion of an application and all pre-employment requirements but are not guaranteed a position. The Memorandum of Understanding below defines the agreement between the Upper Cumberland School Districts and the Partner businesses. It is our goal as Upper Cumberland School Districts to produce a trained and/or trainable workforce for our community and to that end we strive to produce graduates that have the work readiness skills that employers need to be productive and prosperous businesses.

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#### Upper Cumberland School Districts Agree To:

- Provide the names and contact information of all students who at graduation are recognized as completing the Work Ethic Distinction Standard.
- List the names of all businesses who partner with the Upper Cumberland School Districts as a Work Ethic Distinction Standard partner business.

#### Business Partners Agree To:

- Interview students who have completed the Work Ethic Distinction Standard for an open position upon application and meeting all pre-employment requirements.

  
Upper Cumberland School District Director of Schools

  
CEO, Business Partner



Upper Cumberland

**CTE**

CAREER &amp; TECHNICAL EDUCATION

Upper Cumberland School Districts

Bledsoe, Cannon, Clay, Cumberland, DeKalb,  
Fentress, Jackson, Macon, Overton, Pickett, Putnam,  
Smith, Trousdale, Van Buren, Warren, White, York Institute

Upper Cumberland School Districts  
Work Ethic Distinction Standard  
District and Business Memorandum of Understanding

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In order to receive recognition as a career ready student at graduation the student would have to earn a minimum of 20 points from the Upper Cumberland School District Work Ethic Standard document. Evidence of point accumulation would be on file in the student's portfolio and will be accessible to all employers for review upon request.

Upper Cumberland School Districts Agree To:

- Provide the names and contact information of all students who at graduation are recognized as completing the Work Ethic Distinction Standard
- List the names of all businesses who partner with the Upper Cumberland School Districts as a Work Ethic Distinction Standard partner business.

Business Partners Agree To:

- Interview students who have completed the Work Ethic Distinction Standard for an open position upon application and meeting all pre-employment requirements.

*D. Mah...*  
Upper Cumberland School District Director of Schools

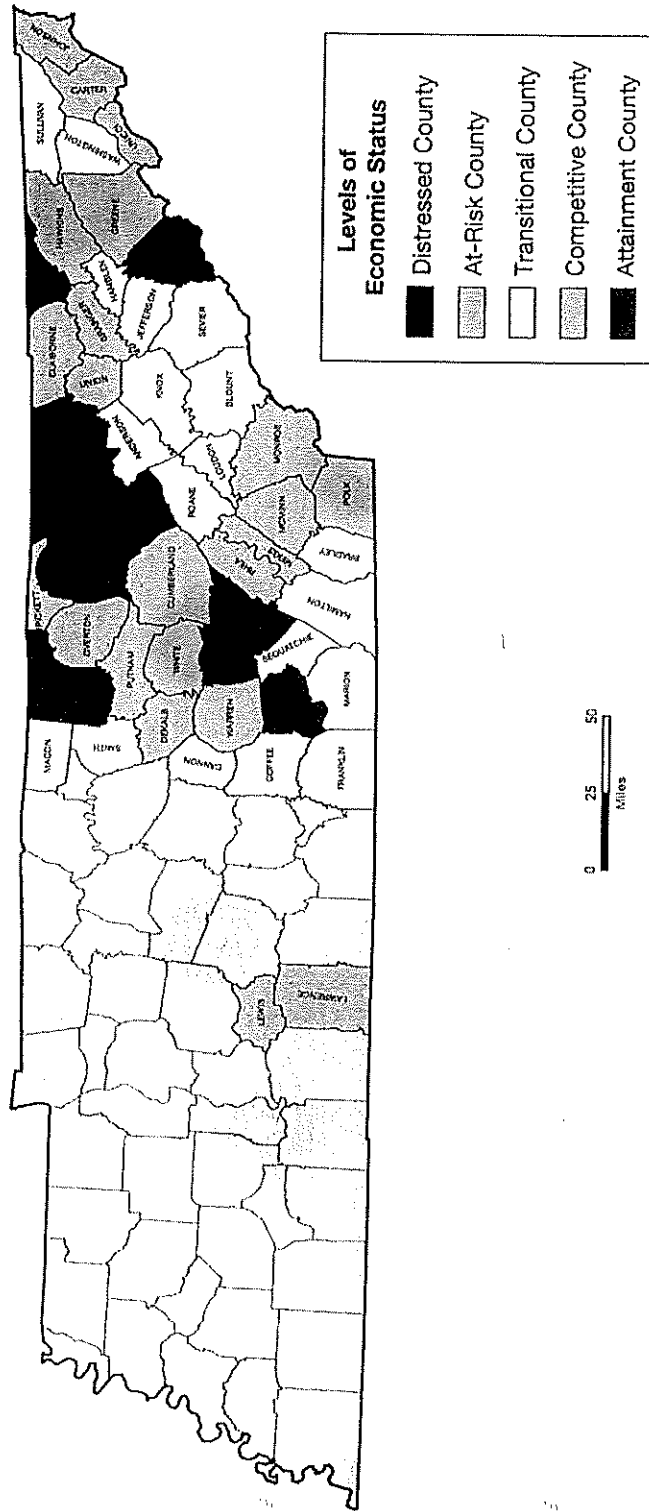
*[Signature]*  
CEO, Business Partner

## Appendix M Budget

| <b>GIVE GRANT EQUIPMENT LIST</b>                                                                                                                                                              |                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Overton County--Diesel Technology</b>                                                                                                                                                      |                      |
| Mitchell Prodemand Truck Series, ShopKey CVG Manager School Software Kit                                                                                                                      | \$ 5,137.00          |
| Stack Chairs and Flip Tables for Classroom                                                                                                                                                    | \$ 4,500.00          |
| Laptops and Cart                                                                                                                                                                              | \$ 15,000.00         |
| Supplies and Hand Tools                                                                                                                                                                       | \$ 10,000.00         |
| Charger System Test                                                                                                                                                                           | \$ 4,250.00          |
| 40 piece TAP Die, Restore Kit, Torque Guage, Adapter, Torq Wrench, Gearwrench, Socket Set, Micrometer, Wheel Brake Tool, Gun Torque Kit, Diesel Square Dr. Adapter, Flar Too                  | \$ 5,000.00          |
| Leak Tester, Truck Access Kit, Utility Stand, Brake Fluid Strip Kit                                                                                                                           | \$ 4,900.00          |
| Hex set, Chisel Set, Wrench Set, Deadblow Hammer, Soft Face Hammer, Mirror, Retrieving Tool, Ladyfoot Pry Bar, Socket Set, Ratchet Guage, Truck Filter, Filter Wrench, Condenser Comb         | \$ 5,000.00          |
| Ratche, Side Creeper, Impact, C Clamp, Starbit Set, Power Surge Charger, Wheel Charge, Solder Kit, Wheel Dolly, Airlift kit, Pullaslacks, Vehicle Stands, Heat Gun, Cobra Pliers              | \$ 5,000.00          |
| Top Bot Combo, Hacksaw, Ball Peen Hammer, Plier Set, Srewdriver Set, Socket Set, Trachet, Wire Brush, Elect battery tester, Oil Filter Wrench, Basic Multimeter, CIR Test, Circuit Spark Plug | \$ 5,200.00          |
| Battery Charger, Driver, Plier Set, 8 piece Chisel Set and Hammer                                                                                                                             | \$ 4,500.00          |
| Heavy Duty Tire Iron, Tire Changer Set, Bead seater, SAF Cage, 5 gal Air Tire Bead Seater                                                                                                     | \$ 3,000.00          |
| Truck--for training--used/nonworking for trainers                                                                                                                                             | \$ 3,500.00          |
| Air Conditioning System Trainer--Consulab                                                                                                                                                     | \$ 13,000.00         |
| Speed and Position Sensors Trainer--Consulab                                                                                                                                                  | \$ 3,500.00          |
| Detroit Engine and Bench                                                                                                                                                                      | \$ 52,000.00         |
| uScope Digital Storage Oscilloscope                                                                                                                                                           | \$ 3,000.00          |
| Classroom Pack of 12 Ohm's Law and DV Circuit Trainers                                                                                                                                        | \$ 16,000.00         |
| iDeal Lift MSC                                                                                                                                                                                | \$ 29,000.00         |
| Low Capacity Lift Transmission Jack                                                                                                                                                           | \$ 2,000.00          |
| Fuel System Tester Trainer                                                                                                                                                                    | \$ 1,000.00          |
| 20 Ton Long Chassis Jack Larger Frontal Quad                                                                                                                                                  | \$ 3,000.00          |
| TEXA Dealer Level Truck Diagnostic Scanner Tool                                                                                                                                               | \$ 7,000.00          |
| Cummins Engine and Bench                                                                                                                                                                      | \$ 50,000.00         |
| Peterbuilt Engine and Bench                                                                                                                                                                   | \$ 50,000.00         |
| <b>Total</b>                                                                                                                                                                                  | <b>\$ 304,487.00</b> |
| Instructor Cost:                                                                                                                                                                              |                      |

|                                                             |              |
|-------------------------------------------------------------|--------------|
| <b>Total</b>                                                | \$219,000.00 |
| Recruitment Plan-Diesel                                     |              |
| Virtual Reality Job Shadowing/College and Career            |              |
| 3yr Digital Access Grades 5-12                              | \$41,917.00  |
| Paid Teacher Externships with Benefits                      | \$8,850.00   |
| Buses for 4th to TCAT                                       | \$217.00     |
| Buses for CTE to Elementary Schools                         | \$217.00     |
| Stipends for College Students Tracking their journey        | \$2,000.00   |
| <b>Total:</b>                                               | \$53,201.00  |
| Transportation Recruitment from Distressed/At-Risk Counties |              |
| Clay                                                        | \$12,270     |
| Jackson                                                     | \$13,680     |
| Pickett                                                     | \$12,600     |
| <b>Total:</b>                                               | \$38,550     |
| Building Renovation                                         |              |
| Architecture/Contractor Consultation                        | \$75,000     |
| Renovate Exterior-repairs/paint                             | \$55,000     |
| Renovate Interior-repairs/paint/non-skid                    | \$79,762     |
| Repair Concrete Oil Changing Pit                            | \$15,000     |
| Upgrade 3-Phase Electric-OHSA Standards                     | \$40,000     |
| Intall Heating/Cooling Equipment                            | \$30,000     |
| Renovate Bathroom                                           | \$20,000     |
| Replace 4 Roll-Up Doors                                     | \$30,000     |
| Renovate Lighting                                           | \$15,000     |
| Installation of Equipment                                   | \$25,000     |
| <b>Total:</b>                                               | \$384,762    |
| <b>GRAND TOTAL</b>                                          | \$1,000,000  |

# County Economic Status in Appalachian Tennessee, Fiscal Year 2018



**"Distressed" Counties**

1. Bledsoe
2. Clay
3. Cocke
4. Fentress
5. Grundy
6. Hancock
7. Hardeman
8. Jackson
9. Lake
10. Lauderdale
11. McNairy
12. Morgan
13. Perry
14. Scott
15. Wayne

**"At-Risk" Counties**

1. Benton
2. Campbell
3. Carroll
4. Carter
5. Claiborne
6. Decatur
7. Grainger
8. Hardin
9. Hawkins
10. Haywood
11. Henderson
12. Houston
13. Johnson
14. Lewis
15. Meigs
16. Monroe
17. Obion
18. Overton
19. Rhea
20. Unicoi
21. Union
22. Van Buren
23. Warren
24. Weakley